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ABSTRACT

A CETA youth project was designed to provide training in vocational awareness, self-awareness, coping skills, job skills, employability skills, career planning, and remedial reading. Over 500 youth between 14-21 were involved and many received computer interactional career training in coordination with an individualized career class. Significant gains were reported in career exploration, decision making, and career planning. Self-report data of the youth confirmed that they were definitely helped in deciding what they wanted to do in their futures. A 75% increase in the level of coping skills for school and work settings was found as a result of a systematic delivery of twelve one-hour modules. A similar gain was found in the ability of youth to identify job openings, develop resumes, and take interviews. Two hundred of the 500 received 90 hours of vocational training in one of eight different programs. Instructors' ratings of their learnings indicated a marked improvement. An increase in reading levels resulted from the application of remedial training conducted on an individual basis and at a work setting as opposed to an academic setting. Work experiences provided youth with income to help keep them in school and job experiences, which will help prepare them for future employment. (The complex management system of the project is described, along with recommendations for improvements. Data tables are appended.) (Author/CT)

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A Comprehensive Career Development Employability, Vocational, and Coping Skills Training Program for YETP/SPEDY Youth in the Genesee Intermediate School District

EXECUTIVE SUMMARY

ED167841

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Introduction

The Youth Employment and Training Program (YETP) and the Summer Program for Economically Disadvantaged Youth (SPEDY) were authorized by the U.S. Congress to address the problem of unemployment among our nation's youth. These authorizations were felt necessary because 45 percent of those unemployed in this country are 24 years or under. Part of the reason for this high statistic is that annually 850,000 young people drop out of secondary school and 900,000 drop out of post-secondary training programs. In Genesee County these trends are reflected as 16 percent of youth eighteen years and under are unemployed, and approximately 14 percent drop out of secondary school.

The goal of CETA youth programs is to provide employment and training experience which assist youth in making the successful transition from school to unsubsidized employment. The Genesee-Lapeer-Shiawassee and Flint Consortium has sponsored youth programs to accommodate approximately 1,500 economically disadvantaged youth in this respect. The Genesee Intermediate School District, with the cooperation of a number of agencies, has developed a comprehensive employment and training program to serve approximately 500 of these youth in the out-county regions.

SPEDY Program - 1977

In 1977 the Genesee Intermediate School District was given the opportunity to run a summer SPEDY program. The program was designed to provide approximately 400 economically disadvantaged youth with a paid work-experience and the supportive skills training the youth need to select, prepare for, prepare to enter, and enter a non-subsidized job of their choice. Due to circumstances beyond their control, the Genesee Intermediate School District had approximately two weeks to plan the project; to recruit and select 400 youth; to recruit, select, and train coordinators and instructors; to develop youth and instructor materials; to schedule transportation for the youth to and from work sites and class sites; to develop an evaluation plan; and to prepare to implement the summer program. Under these conditions, the Genesee Intermediate School District's objectives for the 1977 SPEDY program were understandably modest.

Administratively, the Genesee Intermediate School District achieved its objective of developing a smoothly operating program that delivered both training and work-experience opportunities to disadvantaged youth over the ten-week summer period. Our 400 youth received a minimum hourly wage for participating in such career development experiences as: work experience on public or private employer's site; skill center training in vocational-technical skills of their choosing; an opportunity to plan and develop their careers by using the Educational and Career Exploration System (ECES); an opportunity to plan and develop a personalized approach to placing themselves on the job of their choice through the employability skills training class; and the opportunity to receive personal counseling from some of the coordinators and counselors employed by the summer SPEDY project. The delivery objectives were met, but at a minimal level. More time was needed

SPEDY Program - 1977 (Cont'd)

to conduct the program so that students could adequately acquire and be expected to meaningfully apply what they had learned.

The Genesee Intermediate School District was also able to meet its support objectives by virtue of extraordinary personal efforts on the part of the skill center, GISD staff, and local school CETA coordinators. Together they developed and implemented role, scheduling, and transportation programs that were running smoothly by the end of the summer.

SPEDY - YETP - 1978

Based on the success of the 1977 program, the Genesee Intermediate School District was awarded the opportunity to deliver a similar program to SPEDY and YETP youth during the summer of 1978. Given more time to prepare for program implementations, the Genesee Intermediate School District staff reviewed the 1977 program, developed a comprehensive management plan for the 1978 program, and proceded to implement the necessary revisions and develop new components.

A Comprehensive Career Development Model for CETA Youth

Drawing from its experience with the 1977 SPEDY project and other career development projects, the Genesee Intermediate School District formulated a preferred sequence of career development skills and experiences through which a SPEDY or YETP youth could proceed in order to properly develop his or her career (See Figure 1). First, a youth would learn career development skills and use the ECES System. This would enable the youth to expand their awareness of themselves and the worlds of work and education, learn decision-making skills so that they can narrow down their occupational alternatives to a tentative choice, and then identify the skills they needed in order to meet the entry requirements of that choice. They would then develop a career plan that included any necessary high school courses, post-secondary majors, and post-secondary training opportunities that would prepare them for their occupational choice. In addition to the career development skills, the student would learn employability skills which would enable them to identify job openings, develop resumes to present their assets competitively, and prepare for the interview that led to placement in the career opportunity of their choice. Since students would not be able to implement an entire career plan in a summer, it would be essential for them to acquire these skills and use them in an "as if" situation where summer work experience was their immediate short term career target. To the extent that this work experience was related to their career plan, the work experience would provide a good opportunity for the youth to test the tentative plans against reality prior to commiting extensive training time to preparing for a career objective that they might not like. In addition to the work experience, it was felt that the opportunity to take vocational skill center

training in a career-related course would provide the youth with another reality test of their tentative career choice. Further, the skill center would provide the youth with vocational-technical skills that were relevant to the youths' preparation for employment in the occupation of their choice. Since many CETA youth have low reading abilities; and because the jobs they choose often require reading abilities above their levels, it was felt that a practical reading course was needed to help them learn job- and school-related reading skills. Finally, feedback from teachers and employers suggested many CETA youth lack the basic coping skills necessary to get along well in both the work and the school setting.

Consequently, GISD put together a comprehensive career development model for CETA youth that involved career development and employability skills training, career-related work experience and skill center training, and job- and school-related reading and the following coping skills: Paying Attention, Being Prepared, Being Polite, Following Directions, Completing Tasks, Accepting Criticisms, Giving Constructive Criticism, Making Decisions, Staying out of Trouble, Asking Questions, Starting a Conversation, and Continuing a Conversation.

Evaluation Strategy

The evaluation objective was to assess the differential treatment effects of each skills training class above and beyond the actual work experience. Where skills were taught, the objective was to increase the quality and quantity of the youths' skills as measured by pre and post tests against criterion referenced objectives. In addition, most of the courses focused on impacting the youths' self-reported perceptual gains in readiness to apply their skills. These gains took the form of a pre and post test assessment of the ability to perform the content of the course. The scoring on all instruments was done by two persons who were not involved in the implementing or planning of the program, but who were experts in the content areas they were scoring. The data were scored, key punched, and analyzed using APL language programs designed to implement the highly complex selection process for identifying which subjects were to be compared against which other subjects for each separate treatment and control comparison.

Results of Project

The composite results from GISD's two summer programs for economically disadvantaged youth suggest the following administrative conclusions:

1. GISD's staff possess the management skills and programs to plan, develop, implement, monitor, evaluate, and modify a comprehensive program that provides youth with paid work experience and upgrades the skills, knowledges, and attitudes they need to better select and prepare to enter a career of their choice.

Results of Project (Cont'd)

2. GISD's staff possess the skills programs and contacts necessary to obtain and maintain the support of the community resources that are essential to the success of the project including business, labor, and industry leaders; local employers; the Chamber of Commerce; local educational leaders; local educational agencies; local staff and CETA coordinators; CETA youth; and the CETA prime sponsor.

3. GISD's staff possess the administrative skills and programs necessary to conduct a comprehensive project, including programs such as: payroll, budgeting, scheduling, transportation, recruiting, staff training, and program public relations.

4. GISD's staff possess the skills, the instructional materials, and the computer-based guidance system (ECES) necessary to provide a comprehensive, practical, yet personalized career development program to economically disadvantaged youth.

Training Conclusion

Overall, the data suggests that:

1. Untrained CETA youth lack the minimal knowledge and skills necessary to:

   a. develop a comprehensive career plan based on accurate information about one's self and the worlds of work and education.
   b. prepare themselves for employment.
   c. demonstrate the ability to be dependable, get along with others, or do the job in either the school or work setting.

2. Untrained CETA youth perceive themselves to possess greater amounts of knowledge and skills than they demonstrate in the areas of career development, employability and coping.

3. In an eight-week time period, CETA youth can be trained to increase the quantity and quality of their knowledge and skills in the areas of:

   a. career development
   b. employability
   c. coping
   d. vocational skills

4. Increased knowledge and skills are accompanied by perceptions of increased ability to perform in these areas and more accurate self assessments of pre-training levels of knowledge and ability.

Training Conclusion (Cont'd)

5. A comprehensive program providing successive levels of integrated skills training seems to have a cumulative positive effect on the abilities and perceptions of CETA youth to perform in the areas being trained.

6. The GISD's program does not appear to be imposing sex or race biases through the training or evaluation process.

Summary and Suggested Directions

The complete results from GISD's two summer programs for economically disadvantaged youth suggests the following conclusions about where we are now:

Administration

1. GISD's staff possess the management skills and programs to plan, develop, implement, monitor, evaluate, and modify a comprehensive program that provides youth with paid work experience and that upgrades the skills, knowledges, and attitudes they need to better select and prepare to enter a career of their choice.

2. GISD's staff possess the skills programs and contacts necessary to obtain and maintain the support of the community resources that are essential to the success of the project, including business, labor, and industry leaders; local employers; the Chamber of Commerce; local educational leaders; local educational agencies; local staff and CETA coordinators; CETA youth; and the CETA prime sponsor.

3. GISD's staff possess the administrative skills and programs necessary to conduct a comprehensive project, including programs such as payroll, budgeting, scheduling, transportation, recruiting, staff training, and program public relations.

4. GISD's staff possess the skills, the instructional materials, and the computer-based guidance system (ECES) necessary to provide a comprehensive, practical, yet personalized career development program to economically disadvantaged youth.

Delivery

Economically disadvantaged youth can be taught the skills and knowledges they need to:

1. develop their careers

    a. expand their awareness of the worlds of work and education
    b. make career choices that meet their needs
    c. develop career plans that lead to their career goal

2. become more employable

    a. identify employers who will hire them
    b. write a resume that highlights their strengths
    c. conduct themselves effectively in a job interview

Delivery (Cont'd)

3. cope more effectively in school and at work

   a. by being more dependable
   b. by getting along better with others
   c. by showing they can do the job

4. prepare for entry into a career

   a. by mastering vocational skill objectives
   b. by performing successfully in summer work experiences
   c. by improving job-related reading skills

Economically disadvantaged youths' perceptions of who they are and what is important to them can be positively affected by a comprehensive career development program that combines practical skills training with the work experiences necessary to test out and modify personal and career plans.

Suggested Directions

Looking beyond the successes of the program, there are several areas where the program could be expanded to better equip CETA youth to find and keep appropriate unsubsidized employment.

The Number of Youth Served

The data from the two projects suggests a positive impact was made on the youth that were served. However, not all youth received all services. Further efforts to provide more youth with more training would seem warranted. This has implications for recruiting, hiring, and training staff.

Suggested Directions

Expand Services

The data from the two projects suggests a positive impact was made on the youth that were served. However, not all youth received all services. Future efforts to provide more youth with more training would seem warranted.

Sequence of Services

The data suggests that the youth who received all training conditions were the most positively impacted. However, the preferred sequence of training requires the youth to begin with career planning on ECES, to learn employability skills and use them in looking for a career-related work experience, to select a career-related skill center course, to learn coping skills and practice applying them in school and at work, to review their career plans on ECES after their summer experience, to revise their career plan and employability skills resume as a result of their summer experience, and to prepare for a similar but advanced version of the same cycle during the next summer. This preferred sequence will require that GISD identify and begin serving the youth during the school year, both before and after the summer.

Continuation of Services

The ten-week Summer Program has a positive impact on most youth, but these youth come to the program at different stages of personal and career maturity. Some are still exploring, trying to expand their alternatives. Some are trying to narrow their alternatives and select a tentative goal. Some think they know what they want and want to start preparing to reach their goal. Others thought they were set, but suddenly found their goal was not for them and that they must recycle their planning. A ten-week program can only begin to meet these changing and developing needs. It would be more appropriate to develop a comprehensive multi-year program that provided developmental services to youth at each of their different stages of personal and career maturity. Only by guiding a youth through several efforts to expand, narrow, prepare for, try, and re-think the career goal can we expect to equip youth with the skills and experience to repeat this career planning process effectively for themselves as they leave us and after they have left. This has implications for developing the capacity to assess youth skill needs, prescribe differential services, monitor youth progress, and manage a fully-coordinated program.

Relating Services to Outcome

A goal of CETA is to equip youth to choose, get, keep, and get ahead on non-subsidized employment. The services provided in this ten-week program are a

Relating Services to Outcome (Cont'd)

step toward this goal. They provide some of the necessary skills; but if we want youth to learn and learn to use these skills, then extensive follow-up is needed. If we want youth to stay in unsubsidized employment for one year, then in many instances, we must supply follow-up skills training throughout that one year to make sure the youth has all the skills needed to keep and get ahead on the job. This will require a more extensive program, ongoing coordination with other community agencies, and additional skills training to equip the youth with the broad range of living, learning, and working skills they will need to reach CETA's goal. This has implications for assigning administrative responsibility for coordinating and monitoring all community resources to provide the ongoing training and support these youth need to succeed at the goal of getting, keeping, and getting ahead on unsubsidized employment.

A comprehensive 50-page unabridged report of these findings is available from:

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A Comprehensive Career Development, Employability, Vocational, and Coping Skills Training Program for YETP/SPEDY Youth at the Genesee Intermediate School District

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Historical Background

The Employment Status of Youth

Teenagers account for 22.3 percent (3.5 million) of the total unemployed population. Those under 24 years old account for 45 percent of the unemployed.[1] Currently, there are 850,000 young people dropping out of secondary school and 900,000 dropping out of post-secondary training programs.[2] These statistics point to a very serious problem of youth attempting to make the transition from school to work. In a report by Kern[3] the focus of programs designed to help youth move from school to work should be on job "readiness" in the areas where the youth are not so well prepared. Without this, the goal of producing competent workers is never met. Hoyt[4] concurs with this view pointing out that with the technological changes that are occurring at such a rapid pace, the youth have to be prepared to deal with change. That is, they need training in the generic skills which can be applied to a variety of situations.

In Genesee County 9 percent of the youth drop out of secondary school. The current unemployment rate for youth is 19 percent.

CETA - A National Response to Youth Unemployment

The goal of the Youth Employment and Demonstration Program Act (YEDPA) is to assist economically disadvantaged youth in making the successful transition from school to work. In order to achieve this goal, an emphasis has been placed on providing paid work experience opportunities and a variety of training experiences designed to prepare youth for the working world. As part of this YEDPA act the Youth Employment and Training Program (YETP) has provided for demonstration programs by the various prime sponsors around the country. The intent is to draw from their programs the essential ingredients of an effective transition system.

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[1]Lowell, M. (et. al.) Youth Unemployment: The Need for a Comprehensive Approach. National Advisory Council on Vocational Education. Washington, D.C., 1977.

[2]An Assessment of Career Development: Basic Work Skills, Career and Occupational Development Report, No. 05-COD-02, Educational Commission of States. Denver, Colo., 1977.

[3]Kern, Richard P. Analysis of WIN Team Functioning and Job Requirement, Final Report. Human Resource Research Organization. Monteray, Calif. For Manpower Administration, D.O.L.

[4]Hoyt, Kenneth B. Career Education and the Business-Labor-Industry Community. Paper presented at the National Apprenticeship and Training Director's Conference, Washington, D.C., 1975.

The GLSF Consortium - A Local Service to Unemployed Youth

The Genesee, Lapeer, Shiawassee and Flint Consortium has developed an exemplary local program that contributes to the national goal. One thousand five hundred economically disadvantaged youth are provided work experiences under the direction of two centralized programs. In addition, these youth receive training in such content areas as career information, remedial reading, vocational skills, and work and school preparation.

SPEDY - GISD's Summer Program for Economically Disadvantaged Youth

The development and implementation of this innovative CETA Youth Program required the support of a number of sources. Critical support from the education community was supplied by the Superintendents' Association of the Genesee Intermediate School District, who represent the constituent local school districts. In addition, approval of the basic grant was made by the Superintendent of the Genesee Intermediate School District, Erwin Davis, and the Career Education Planning District Council (CEPD 29). Congressional support was contributed by Congressman Dale Kildee's office in Washington and Senator Gary Corbin's office in Lansing.

Administration of the program was the responsibility of Mr. Alva E. Mallory, Director of the Vocational Education Department of the Genesee Intermediate School District and his staff. Close cooperation from the Genesee Area Skill Center (Bob Vandette, Coordinator) was essential for supplying vocational training and coordinating youth transportation. Additional cooperation was required from GISD's Administrative and Data Processing Departments; from local school CETA coordinators; from local public and private employers; from local business, labor, and industry leaders; and from the local CETA prime sponsor.

Specific assistance in developing and implementing the program's management system was provided by Dr. Ted Friel of Carkhuff Associates, who also developed the coping skills modules, planned and conducted the evaluation, and provided ongoing consultations.

Implementation of the program was carried out under the direction of Dr. Todd Holder who managed all facets of the project and who was assisted by Blane Franckowiak who took responsibility for data assimilation and youth follow up; Ned Fellers, who assisted in scoring; and Dr. Nancy Tyler, who assisted in the development of the Career and Employability scoring keys and complete the major share of the scoring.

The SPEDY Program - 1977

Background

In 1977 the Genesee Intermediate School District was given the opportunity to run a Summer Program for Economically Disadvantaged Youth (SPEDY). The program was to provide approximately 400 local youth, aged 14-21, whose family income fell below national poverty levels, with a paid work experience and the supportive skills training the youth need to select, prepare for, prepare to enter, and enter a nonsubsidized job of their choice. Due to circumstances beyond its control, the Genesee Intermediate School District had approximately two weeks to plan the project; to recruit and select 400 disadvantaged youth; to recruit, select, and train coordinators and instructors; to develop youth instructor materials; to schedule transportation for the youth to and from work sites and class sites; to develop an evaluation plan; and to prepare to implement the Summer Program. Under these conditions, GISD's objectives for the '77 SPEDY program were understandably modest.

Objectives

Administratively, GISD's objective was to develop a coordinated program that provided approximately 400 disadvantaged youth with both classroom and work experience opportunities over a ten-week summer period. There was not time to develop all of the delivery and support programs that the initial diagnoses of youth needs suggested were necessary. The realities of the situation required the adaption of existing programs to meet the needs of the summer students. The delivery effort of the Summer Program revolved around using GISD's computer-based Educational and Career Exploration System (ECES), which enabled youth to explore and make decisions about local occupations, majors, and training opportunities as they developed a personal career plan; and teaching the students employability skills, which were designed to help the youth find local employment openings, prepare a competitive resume, and conduct a competent interview to get the job. The objective was to improve the quantity and quality of student career development and employability skills, and to increase student perceptions of their readiness to plan for, choose, and prepare themselves to enter the career of their choice. While previous research demonstrated such gains were obtainable through a longer, carefully controlled program, a major question of the '77 SPEDY project was whether or not any gains could be achieved under such a short timeline with less desirable conditions.

GISD's support objectives focused on internal and external considerations. Internally, the objectives were to establish and implement basic administrative programs so that students could get paid on time; could be transported to the appropriate place on time; and could be scheduled into the appropriate class or site. Externally, GISD's objectives were to expand the number of linkages that

Objectives (Cont'd)

the Intermediate School District had with persons and agencies that would support the delivery of knowledges, skills, and experiences to the summer youth. This involved establishing more effective linkages with existing schools in the district, with school administrators and instructional personnel, with the Chamber of Commerce, with public and private employers, and with the CETA prime sponsor.

Results

Administratively, GISD achieved its objective of developing a smoothly operating program that delivered both classroom and work experience opportunities to disadvantaged youth over the ten-week summer period. Over 400 youth received a minimum hourly wage for participating in such career development experiences as work experience on a public or private employer's site; skill center training in vocational-technical skills of their choosing; an opportunity to plan and develop their career by using ECES; an opportunity to plan and develop a personalized approach to placing themselves on the job of their choice through the employability skills training class; and an opportunity to receive personal counseling from some of the coordinators and counselors employed by the summer SPEDY project.

The delivery objectives were also met, but at a minimal level. The evaluation results showed a positive and significant attitude change on the part of the youth who had taken both the career development and employability skills experiences. On a post test they rated as highly significant the amount of preparation and the amount of knowledge they had gained from the program. As a result of the Summer Program, the youth felt they were better prepared to plan their careers, choose an occupation and prepare themselves to be employed. The analysis of the quantity and quality of skill gains shows gains that were statistically significant but were less than expected by program personnel.

The instructors felt that because of the time constraints and scheduling difficulties, they had to impose too much information over too short a time period to youth who were not adequately prepared to acquire the information and apply it in a meaningful way to their personal career development.

The delivery results suggest that while the program had a positive impact, more time was needed to conduct the program so that students could adequately acquire and be expected to meaningfully apply what they had learned.

GISD was also able to meet its support objectives by virtue of extraordinary personal efforts on the part of skill center and GISD staff and local school CETA coordinators. Together they developed and implemented payroll, scheduling, and transportation programs that were running smoothly by the end of the summer. Externally, GISD personnel were able to establish contacts that led to and still

Results (Cont'd)

continue to lead to increased cooperation with, and the sharing of information and resources between, project personnel, participating schools, the skill center, public and private employers, and the local prime sponsor.

Overall, the results suggested that GISD was capable of delivering a comprehensive program to disadvantaged CETA youth. The program not only fit the youths' needs, but was perceived by the youth as being valuable in helping them to plan for and ultimately achieve employment in the career of their choice. Program results showed that GISD was capable of developing the linkages necessary to conduct a more comprehensive program given the time to plan and implement it properly. Further, the results showed that GISD's past work in the areas of career development and employability skills could be easily transferred to this population, and given the time, have a significant impact on the youths' ability to plan their careers and to prepare themselves for employment.

Discussion

On the one hand, the results suggest the program succeeded; on the other hand, the results suggest that more can be done.

The youth entering the Summer Program lacked the skills necessary to plan their careers, choose an occupation of their choice, prepare to enter that occupation, get a job interview, pass the job interview, demonstrate they can get along well on the job, demonstrate they can do the job, and demonstrate they can get promoted to a further job of their choice. Even a well planned comprehensive program is not going to equip these youth with all of the skills, knowledges, and attitudes they need to meet these objectives within a ten-week period. Yet, within a ten-week period a sound base can be built. Building such a base requires skilled instructors who possess systematic programs and are prepared to deliver their programs to meet the individual needs of the youth they are serving. Traditional instructors need to be carefully selected and trained to effectively deliver this comprehensive program in the limited time period.

Because of the large number of interdependent programs and services that are being offered to the youth, it is essential that a comprehensive management plan be developed prior to the start of the program to enable project personnel to schedule the youths' day. In addition to coordinating delivery efforts, the management system must also contain strategies for selecting and training program personnel, transporting youth, evaluating youth, evaluating instructors and program effectiveness, coordinating payroll efforts, and supplying the information necessary to complete the required CETA forms.

The program results also identified the need for a very broadly based and tightly knit system of linkages between GISD and all participating parties. These linkages must begin in the schools where the summer youth are recruited and selected;

Discussion (Cont'd)

they must include the skill center and participating instructors who are involved in delivering skills to the youth throughout the summer; they must include the public and private employers who provide the work experience sites for the youth; they must involve the Chamber of Commerce and other supportive business-labor-industrial organizations and agencies that support various facets of the program; and they must include the local CETA prime sponsor whose input is necessary to shape project policy.

Finally, the results of the Summer Program identified the need to provide GISD personnel with greater lead time to plan and develop the materials, personnel, and procedures necessary to deliver a quality project. At a minimum, this lead time should be four months. Ideally, a full-time project director should be involved year round so that next year's planning and preparation can begin with this year's evaluation.

SPEDY - YETP - 1978

The Transition from '77 to '78

Based on the success of the 1977 program, GISD was awarded the opportunity to deliver a similar program to SPEDY and YETP youth during the summer of 1978.

Given more time to prepare for program implementations, GISD personnel reviewed the 1977 program, developed a comprehensive management plan for the '78 program, and proceded to implement the necessary revisions and develop new components. The following brief descriptions provide a sample of the issues that were addressed and their solutions.

Management Plan

The management plan of the summer's YETP/SPEDY program consisted of getting input from all parties involved, defining goals, objectives, and tasks, scheduling the various activities necessary, assigning responsibilities, and having periodic progress review meetings.

Getting input involved sitting down with the administrative personnel, the skill center teachers, the ECES coordinators, employers, and the program consultants to make a thorough front end analysis of project needs. Through much interaction and discussion the basic outline of the program was established.

Scheduling

Because 200 youth were to participate at the Genesee Area Skill Center for vocational training, career counseling, and coping skills instruction, scheduling the delivery of these activities became essential. It was necessary to identify the students to be involved, determine who was to receive what services, set up the necessary facilities/training areas, assign teachers to the youth, and arrange transportation for the youth to and from the delivering facilities.

It was also necessary to schedule employability skills training for all of the youth included in the program. This consisted of finding suitable facilities in the outlying areas, coordinating a meeting time and transportation, having coordinators contact employers to release the students for class, and having a trainer at the facilities when the times were assigned.

Enrollment

To find youth who qualified for this summer's YETP and SPEDY programs, the Genesee Intermediate School District set up an orientation program for individuals who had participated in this type of program before or whom the local school coun-

Enrollment (Cont'd)

selors thought may qualify. These orientations were held at the area schools so that application format questions could be answered and so that program information could be disseminated. After the applications were completed, they were examined by the Genesee Intermediate School District and eligibility determination was made. Individuals who qualified were contacted and told the starting date of the program. Those who did not qualify were contacted and told why.

Staffing

The Vocational Education Department of the Genesee Intermediate School District was the administrative unit for the SPEDY/YETP program. Early in April, 1978, the Genesee Intermediate School District actively sought and received applications for coordinating positions for the Summer Program. After screening the applications and interviewing the applicants, individuals with the necessary past experiences and proven ability in related activities were chosen.

For the instructor positions, the Genesee Intermediate School District worked with the Genesee Area Skill Center to determine which individuals would be hired to teach the vocational skills areas.

Work Experience Sites

Since it was necessary to find work sites for all of the Summer Program participants, a number of job sites needed to be developed. The GISD had a full-time staff person developing jobs. The coordinators were also responsible for developing work sites and placing their students at these locations.

Some of the work experience sites included many of the county's schools where students were placed as maintenance assistants. Students were also placed in the Genesee Area Skill Center's Food Program, Flint General Hospital's Dietary Section, Briarwood (a home for the aged), the County Jail, the Prosecutor's Office, fast food restaurants, and retail stores.

Work sites where 50 percent of the student's wage was reimbursed included: Shorthorn Meat (a Meat Cutter's Assistant), Convalescent Center (an Aid), Nursery Assistant, Landscaping, Meijers Market (Stock Handler).

Transportation

The majority of the students attending the Genesee Area Skill Center for vocational classes were transported from their home schools by special arrangement with their local district school busses. For some of the students in outlying areas, or where local school busses were not available, transportation was purchased from

Transportation (Cont'd)

the Mass Transportation Authority (MTA). Transportation to and from the work sites, however, was the responsibility of each student.

Payroll Raises (Incentive Policy)

To see if a monetary reward would have an effect on the work habits of some of the youth involved in the Summer Program, an incentive program was set up. Each of the participating youth being evaluated for a raise was rated in 12 areas. These areas included being prepared, paying attention, being polite, asking questions, following directions, expressing a problem or criticism in a helpful way, making decisions, completing tasks, accepting criticism, starting a conversation, continuing a conversation, and staying out of trouble. For each of these areas the students were rated as leaders (performs skills well enough to get promotions), contributors (performs skills well enough to get raises), participants (performs skills well enough to keep job), observers (performs skills poorly enough to deserve warnings), and detractors (performs skills poorly enough to be fired). Youth who scored in the leader and contributor categories were given a one time $10 incentive.

Each of the youth was shown their rating and given feedback as to how they were rated and why they were or were not given the incentive. Each student then signed the rating form saying that they understood and complied with the rating. In all cases the youth were evaluated and rated by teachers or work supervisors/coordinators with whom they had daily contact.

Administrative Responsibilities

The Genesee Intermediate School District was responsible for the administration (hiring, budgeting, payroll, and coordination) of the Summer Project. The GISD was responsible, also, for the determination of the eligibility of the Summer Program applicants. The Genesee Area Skill Center also housed the training facilities and assigned classrooms, teachers, and necessary services as needed.

The coordinators' responsibilities included: making sure students assigned to them had filled out all necessary paperwork; seeing that their students were at their assigned job/training site; making sure that time sheets were filled out properly and that students received their checks; developing work site agreements; making periodic calls on the work site supervisors; making sure that their students were staying out of trouble; and evaluating their students' abilities/skills as it became necessary.

The skill center, employability, and coping instructors were assigned the responsibility to teach the youth these skills and to record attendance and student progress.

Administrative Responsibilities (Cont'd)

The participating youth were required to be where they were assigned to be; keep track of the hours they worked; follow the rules laid out to them; and to contact their supervisor/coordinator if they were going to miss any assigned activity.

Progress Review Meetings

Beginning in January, 1978, weekly meetings were held to discuss project progress. The meetings were organized around the management plan. Progress was reviewed, priorities reassessed, new timelines determined, new assignments made, and milestones revised for the next review meeting. The full staff at the Genesee Intermediate School District was responsible for this coordination. As the involvement progressed, the weekly meetings continued to review project progress and make modifications that were necessary to reach the desired program goals.

A Comprehensive Career Development Model for CETA Youth

Drawing from its experience with the 1977 SPEDY project and other career development projects, GISD formulated a preferred sequence of career development skills and experiences through which a SPEDY or YETP youth could proceed in order to properly develop his or her career. (See Figure 1.) First a youth would learn career development skills and use the ECES system. This would enable the youth to expand their awareness of themselves and the worlds of work and education; learn decision-making skills so that they can narrow down their occupational alternatives to a tentative choice; and then identify the skills they needed in order to meet the entry requirements of that choice. They would then develop a career plan that included any necessary school courses, postsecondary majors, and postsecondary training opportunities that would prepare them for their occupational choice. In addition to the career development skills, the student would learn employability skills which would enable them to identify job openings; develop resumes to present their assets competitively; and prepare for the interview that led to placement in the career opportunity of their choice. Since students would not be able to implement an entire career plan in a summer, it would be essential for them to acquire these skills and use them in an "as if" situation where a summer work experience was their immediate short-term career target. To the extent that this work experience was related to their career plan, the work experience would provide a good opportunity for the youth to test the tentative plans against reality prior to committing extensive training time to preparing for a career objective that they might not like. In addition to the work experience, it was felt that the opportunity to take vocational skill center training in a career-related course would provide the youth with another reality test of their tentative career choice. Further, the skill center would provide the youth with vocational-technical skills that were relevant to the youths' preparation for employment in the occupation of their choice. Since many CETA youth have low reading abilities; and because

the jobs they choose often require reading abilities above their levels, it was felt that a practical reading course was needed to help them learn job and school related reading skills. Finally, feedback from teachers and employers suggested many CETA youth lack the basic coping skills necessary to get along well in both the work and the school setting.

Consequently, GISD put together a comprehensive career development model for CETA youth that involved career development and employability skills training, career-related work experience and skill center training, and job and school related reading and the following coping skills:

1. Paying Attention
2. Being Prepared
3. Being Polite
4. Following Directions
5. Completing Tasks
6. Accepting Criticism
7. Giving Constructive Criticism
8. Making Decisions
9. Staying out of Trouble
10. Asking Questions
11. Starting a Conversation
12. Continuing a Conversation

FIGURE 1: CAREER DEVELOPMENT SKILLS AND EXPERIENCES

Career Development Skills and ECES System

1. Expand awareness of self and worlds of work and education.
2. Narrow alternatives to tentative goal using decision-making skills.
3. Prepare tentative career plan for reaching tentative goals.

Employability Skills

1. How to find potential job openings.
2. How to write a resume to get an interview.
3. How to conduct the interview to get a job offer.

Work Experience

1. Finding a career-related summer work site.
2. Testing out the tentative career choice.
3. Getting paid to work.

Vocational Skills Training at Skill Center

1. Choosing a training program that is job-related.
2. Career-related technical skills training.
3. Testing out the tentative career choice.

Reading Skills

1. Reading skill diagnosis.
2. Personal reading program.
3. Job-related reading skills.

Coping Skills

1. Genuine coping skills training.
2. Practice applying skills to work situation.
3. Practice applying skills to school situation.

Program Objectives

The objectives of the 1978 YETP/SPEDY program were as follows:

1. To provide paid work experiences to economically disadvantaged youth.

   a. Develop job sites in public sector.
   b. Develop job sites in private sector of economy.
   c. Develop a standard procedure for collecting time sheets and distributing paychecks.

2. To provide training experiences to assist economically disadvantaged youth to make a successful transition from school to work.

   The skills, knowledges, and attitudes were trained in the following areas:

   a. Coping skills training for school and work.
   b. Employability skills training to help get jobs.
   c. Career development to help select and plan for individualized career routes.
   d. Remedial reading for occupational readiness.
   e. Vocational education skills training for occupational skills.

3. To develop linkages with local agencies contributing to the common CETA goals.

   These were made with:

   a. The Genesee Area Skill Center to provide vocational skills training.
   b. Local school districts to coordinate existing services to youth in school and to provide work sites.
   c. Local employers in the private sector to provide private sector employment sites.
   d. Non-profit agencies (e.g., hospitals, Red Cross) to provide work sites.
   e. The local CETA prime sponsor to provide working liaison for more relevant deliveries to clientele.

4. To develop an internal mechanism for coordinating all phases of the project.

   a. To use the Carkhuff management system as a guide for planning the activities of the project in advance and to monitor the activities as they occurred.
   b. To develop a budgeting system to ensure that funds were currently available for payroll and other project expenses.

The Evaluation Strategy

The evaluation objective was to assess the differential treatment affects of each of the skills training classes above and beyond the actual work experience. Figure 2 outlines the intended evaluation design. The YETP group was to receive all possible treatments. The SPEDY A subgroup was to receive all treatments except ECES. The SPEDY B subgroup was to receive all treatments except ECES and the coping class. The SPEDY C subgroup was to receive work experience and skill center training. The SPEDY D subgroup was to receive work experience only. It was anticipated that by comparing students who had received one type of training with those who had not, even though they had received other types of training, that we would have in effect treatment control groups for each of the different treatment effects. Under the constraints of the field experiment, it was felt that this design would provide the maximum amount of information as to the effects of differential treatments while minimizing the constraints placed on the implementation objectives of the project by an artificial evaluation design.

Evaluation Reality

Because of transportation difficulties, scheduling difficulties, and the individual desires of the youth, it was impossible to control the movement of the randomly selected youth among and between programs. While the evaluation design was followed in a majority of instances, in each treatment group there were students who did not receive skills or experiences that were intended for them, and students who received skills and experiences that were not intended for them.

Evaluation Objectives

In each of the different treatment situations the evaluation objectives were essentially the same. Where skills were taught, the objective was to increase the quantity and quality of the youths' skills as measured by pre and post tests against criterion referenced objectives. The quantity scores were measured against predetermined criteria and indicate the number of criteria correctly achieved. The quality scores were subjectively assigned by a trained rater using predetermined scales. The scales used generally ranged from 0 to 3, with 0 representing no response, 1 representing a very general response, 2 representing a more specific response giving some indication of detail, and 3 representing a very specific response using a lot of detail and showing a thorough understanding of the use to which the information was to be put.

In addition to skill gains, most of the courses focused on impacting the youths' self-reported perceptual gains in readiness to apply their skills. These gains took the form of pre and post test self-assessments of the ability to perform the content of the course. Usually there were two post course assessments, one involving an assessment of where the youth felt they were functioning prior to the course, and the second involving an assessment by the youth of where they felt

Evaluation Objectives (Cont'd)

they were functioning as a result of the course. This post/before vs. post/after rating discrepancy gives a much truer indication of the perceived gains attributed to the program, than does a pre/post comparison where the pre and post ratings are based on different skill levels and, therefore, different perceptual frames of reference. If post/before-post/after gains are supported by an increase in the quantity and quality of related skills, then it is assumed that the self report gains are valid. When skill gains do not support self report gains, the self report gains are open to question.

In the case of the program objectives, such as providing work experiences, providing administrative services (e.g., payroll, budgeting, scheduling, and transportation), and providing a coordinated management function, the GISD staff kept records of relevant activities and could analyze the project's impact in these areas using these records.

Scoring Procedures

The scoring on all instruments was done by two persons who were not involved in implementating or planning the program, but who were experts in the areas they were scoring. An expert in occupational information rated the quantity and quality of the related career development skill responses. A community college counselor, with a Ph.D. in counseling who had extensive experience in teaching career and employability development skills to a wide variety of youth and adults, scored the remaining career development items and the employability and coping skill items. The scorers used scoring procedures developed for the 1977 SPEDY project and revised them based on the scoring experiences with the '77 project. These scoring procedures were further revised to meet the instructional objecjectives of the career development, employability, and coping skill courses. Once pretests had been collected, the instructional developers and the scorers reviewed the scoring procedures and developed a rating agreement on a selected group of pretest instruments. Throughout the scoring process, the scorers listed unique student response examples under the appropriate scoring category. This further increased the scorers reliability.

Testing Procedures

For each experimental condition, the students were tested before and after their training. Where possible, the appropriate control students were tested at approximately the same time. However, in some instances, transportation and scheduling difficulties required that multiple tests be given on the same day. In one instance in particular, this may have introduced a testing bias in the form of a fatigue factor since the lengthy career development test was given at the end of a several hour testing block. A further testing difficulty arose for the control students when the pre/post test interval was relatively short, and the students complained about being used as "guineau pigs" without recieving any intervening instructional experience.

Analysis

The data were scored, keypunched, and analyzed using APL language programs designed to implement the highly complex selection process for identifying which subjects were to be compared against which other subjects for each separate treatment-control comparison. For each treatment-control comparison it was decided to use only those students whose pre and post tests were most complete. If anything, this decision would favor the control group since, of the two groups, they would be most likely not to complete part or all of the test.

FIGURE 2: EVALUATION DESIGN

Treatments	Groups				
	YETP	SPEDY A	SPEDY B	SPEDY C	SPEDY D
ECES and Class	Yes	No	No	No	No
Coping Skills	Yes	Yes	No	No	No
Employability Class	Yes	Yes	Yes	No	No
Skill Center	Yes	Yes	Yes	Yes	No
Work Experience	Yes	Yes	Yes	Yes	Yes

Training Results and Discussion

Demographic Data

Table 1 contains the number and percent of the youth who were tested, broken out by sex, race, grade, incremental treatment, sex by race, sex by grade, sex by incremental treatment, race by grade, race by incremental treatment, grade by incremental treatment, and type of treatment.

The term incremental treatment refers to youth who received incremental combinations of treatments beginning with work experience and adding for each new group: coping skills, employability skills, and ECES.

Career Development Skills

Figure 3 summarizes the results of the career development survey. The experimental group involves students who took both the ECES class and at least ten hours on the ECES terminal. The control group involves students who took one or more of the other combinations of the treatments but did not take the ECES class or use the ECES terminal.

The purpose of the career development component of the program was to: (1) increase the students' perceptions of their ability to plan and develop their career; (2) to increase the students' level of certainty or confidence with which they were planning their career; (3) to increase the students' perception of how important it is to plan one's career; (4) to observe the effect the students' career development experience had on their future plans; (5) to increase the quantity of the students' career development skill scores; (6) and finally, to increase the quality of the students' career development skill scores.

The data in figure 3 suggest all six objectives of the career development component were met. In all the self report items the pattern is essentially the same. In terms of career development knowledge, certainty of career plans, and the importance of planning, both the experimental and control groups on the pretest assessed their level of functioning at approximately 3.0. On the post/before self assessment, both the experimental and control groups reassessed their pretreatment level of functioning at levels below where they had assessed their level of functioning prior to treatment. The post/after assessment shows both the experimental and control groups rating themselves at or above the level of functioning they assigned to their pretreatment rating. The post/before-post/after discrepancy in each area suggests that both the control and experimental students felt that their experience over the summer better equipped them to develop their careers, be more certain of their career plans, and understand the importance of career planning. Yet, in each instance, the experimental group reports a greater discrepancy and, therefore, greater treatment effect than does the control group. The data suggest that the

Career Development Skills (Cont'd)

ECES class and the ECES terminal were perceived by youth to have had a greater impact on their career development preparation than did the other combinations of the summer experience.

The career planning item involves a different scale (1-8) than does the previous three items (1-5). The data suggests that as a result of their summer experience, both the control and experimental students aspired to a greater amount of post-secondary training in preparation for their career objectives. The students who used ECES report planning almost two full levels of additional training (compared to one level for the control group) in order to prepare for their chosen occupations.

Tables 2 and 3 show how all CETA youth (n = 131) and ECES users (n = 21) rated their career plans before and after their summer experience. The totals at the right of the charts show the percent of youth that indicated which of the eight career planning items represented their intentions before the summer program, and the totals at the bottom of the chart show the same percents for their intentions after the Summer Program.

The numbers in each cell are the percent of students indicating which plans they chose before and after the program. We would expect the diagonals to have the highest percents, and they do, suggesting that many students did not change their career plans; but in the light of increases in certainty about plans and an increased awareness of the importance of planning, the data suggests that the retention of a youth's career plan may have been purposeful and appropriate.

In the non-diagonal cells we found youth who upgraded (above the diagonal) or downgraded (below the diagonal) their career plans. In the majority of instances, especially for the ECES users (Table 3), the youth upgraded their career plans to include additional levels of training after high school prior to seeking a job.

In terms of both the quantity and quality of the career development skill scores, the data in Figure 3 suggests that the ECES students gained significantly on both the quantity and quality of their career development skills. The table shows average scores, which are the composite of six subscores. The subscales and corresponding data are found in Appendix A. The control student data shows a drop in pre-post skill scores. It is unclear whether this was due to the amount of testing given in one day, the limited amount of time between pre and post testing, or actually lower scores because the students chose to describe less familiar occupations on their post test.

In summary, the data suggests that students using the ECES terminal and taking the ECES class increased the quantity and quality of their career development skills. In addition, the students reported considerable increases in their readiness to develop their careers, the certainty of their career plans, and in the importance they placed on career planning. Finally, students involved in the ECES

Career Development Skills (Cont'd)

experience increased the amount of education they intended to take after high school in preparation for their career objective. In terms of the self report data, the non-ECES students reported that their summer experience had a positive effect in preparing them for developing their careers, made them more certain about their career plans, and helped them to understand the importance of planning. They also reported an increase in the amount of education they plan to take after high school to prepare for their career objective. In terms of their skill scores, the non-ECES student scores decreased, which may have been a function of the testing procedure.

In conclusion, the data suggest that the Genesee Intermediate School District's CETA Summer Program was perceived by all youth to have had a positive effect on preparing them to develop their careers. More specifically, the data suggest that the ECES experience better prepared the students to develop their careers than did the other combinations of summer treatment experiences.

Employability Skills

The purpose of employability skills is to teach youth to identify potential employers; to prepare a resume to present their assets to these employers; and to take an interview in order to achieve employment.

Figure 4 depicts both the self report and the quantity and quality skill data for the experimental and control students. The experimental students include students who took the employability skills training course and one or more other combinations of the treatments. Control students involve students who did not take the employability skills course but may have taken one or more of the other treatments.

The data parallels the findings in the career development survey. In terms of knowledge of employability skills, the control and experimental groups report they are somewhat prepared (3.2 - 3.6) prior to their treatment experience. After the treatment experience both groups rate their pre-treatment level of functioning at or below the level at which they rated themselves prior to treatment. Both groups rate their post-treatment levels of functioning at almost one full level of functioning above their pre-treatment level of functioning. In terms of the quantity and quality of skill gains, the control group shows no change from the pre to post test. The experimental group shows a significant gain in both the quantity and quality of their employability skills from the pre to post test period. Appendix B contains the subscore data from which this summary data was derived.

In summary, the data suggest that the experimental students increased their ability in the employability skills area and that this increase in ability was complemented by a perceived increase in knowledge of what it takes to prepare for employment. Since there were no gains for the control group in the skills course, it would appear that their self report gains of employability knowledge are a factor

Employability Skills (Cont'd)

of other experiences acquired in the Summer Program.

Coping Skills

The purpose of the coping skills was to equip youth with practical generic skills that they would need to function more effectively both in school and at work. In each of the twelve skill areas youth were taught and assessed to identify what the skill is, why it is important, how to do it, what specific school uses they can put it to, and what specific work uses they can put it to.

Figure 5 shows the coping skill knowledge and skill data for both experimental and control groups. The experimental group includes students that took the coping skills course, although they may have taken some other treatment modality. The control group includes students who did not take the coping skills course, although they may also have taken some other treatment modality.

The pretest self-assessment data suggests that both groups rated themselves as adequate (3.0) in the coping skills area. In the post test, the experimental group reassessed its pre-treatment level of functioning at approximately 2.6 and its post-treatment level of functioning at 3.6, suggesting a full level gain as a result of the training experience. The control group, after the summer program involving experiences other than coping skills training, felt that they had improved their ability to cope as evidenced by ratings of 3.0 (pre) to 3.6 (post). Again, however, we find the experimental group assessed its post before/after gain a larger than the control groups.

In terms of coping skills, the data suggests that the coping skills class had a significant and positive effect on the experimental students. Appendix C contains the subscore data for the coping skills survey.

In summary, the coping skills class had a positive effect on both the perceived gains and the skill gains of the students taking the course. The control group's self-assessed knowledge gains are not supported by corresponding skill gains, and therefore, are better attributed to the overall effect of the Summer Program.

Skill Center Course

The purpose of the skill center course was to equip students with a variety of career-related vocational skills. The students in the Summer Program took six weeks of training in one of sixteen different skill center courses. At the end of the six weeks the skill center teachers were asked to rate the students' level of ability on each of their own course objectives. They were asked to make two ratings, one for where the students stood prior to the course and one for where the students stood after the course.

Skill Center Course (Cont'd)

Figure 6 summarizes the ratings of the skill center instructors. The data suggests that the youth gained, as rated by their instructors, from not being able to perform the objective (1.3) to being able to perform the objective at about the level expected (2.7). Appendix D contains a breakdown of the skill center ratings by class.

In summary, the data suggest that the instructors felt the CETA youth acquired the skills they were taught in the skill center program.

Overall Program Reaction

Figure 7 shows the program reactions of all youth in GISD's Summer Program.

Did the program help you prepare to choose and prepare to enter a job?
Part one of Figure 7 compares how youth felt after the program with how they remembered they felt before the program. As a result of the program, about three times as many youth, 70% vs. 26%, perceive themselves as being well prepared (responses 6 through 9 on a 9-point scale) to choose an occupation that met their career goals and to plan to enter that occupation.

What parts of the program were helpful?
Part two of Figure 7 compares how helpful the youth felt each part of the overall program was in helping them choose, plan to reach, and prepare to do well in their career goal. From 60 to 80 percent of the youth who took each part of the program rated it as helpful (6 to 9 on a 9-point scale). The ECES class was viewed as the most helpful part of the program by the youth who took it.

If you changed your occupational goal as a result of the program, how much did each part of the program influence your change?
Part three of Figure 7 compares the parts of the programs in terms of how much the youth felt each part influenced their change in occupational goals. Approximately 60 percent of the youth changed their occupational goal from the pre to the post test. From 48 to 74 percent of the youth rated each part of the program as being influential (a 4 or 5 on a 5-point scale). The skill center courses and ECES classes were rated as most influential.

In summary, the data suggest that the youth perceived the program as successful in helping them prepare to choose and plan to enter a job. The youth perceived all parts of the program as providing helpful career planning assistance and felt the ECES class was most helpful. These youth who changed their occupational goal as a result of the program felt the skill center courses and the ECES classes were the program parts that were most influential.

Overall Program Reaction by Amount of Treatment

Figure 8 shows how youth with different amounts of skill training responded to the question of how well they were prepared to choose and plan to enter an occupation

Overall Program Reaction by Amount of Treatment (Cont'd)

of their choice. The data shows the mean responses for post/before and post/after ratings. While all four groups indicated the same basic level of post before preparation, there is a difference in their post/after ratings. With each additional training experience there is a corresponding increase in the youth's perceived level of preparation. The data suggests that the youth, rather than perceiving extra training as a burden, perceived additional skills training as better preparing them to choose and plan to enter their occupational goal.

Assessing Sex or Race Bias

GISD's affirmative action objectives are to provide programs and experiences that insure equal opportunities to youth of all sexes and races. To determine if these objectives were being met, additional analyses were conducted comparing the scores of youth of different sexes and races on both perception and skill items.

Figure 9 compares female and male scores, while Figure 10 compares minority and white youth scores. Observing the before/after or pre/post scores for each of the 11 comparisons on each figure, we can conclude that both sexes, and correspondingly both races, have essentially the same response patterns. Appendix E contains the subscore data for the summary data in Figures 9-10. We might expect sex or race biases if all groups started the same and one group consistantly emerged with the highest post score, however, this is not the case. The perception data (comparisons 1-6) suggest that female and non-white youth perceived a greater benefit from the program than did their male or white counterparts. The skill center data (comparisons 7-11) suggest that both groups made roughly equivalent gains, with females starting and finishing at scores slightly higher than males.

In summary, the data suggest that the GISD's SPEDY program is providing equal opportunities and experiences for youth of all sexes and races.

Grade Level Analysis

Table 4 shows 22 summary mean scores for each of four grade levels: equal and less than ninth, tenth, eleventh, and equal or greater than twelfth.

The F statistic shows that only three of the 22 grade comparisons are statistically significant, two of them being post/before comparisons (career development knowledge and employability knowledge) and one post/after comparison (employability knowledge). However, these are all pre/pre or post/post score comparisons rather than pre/post comparisons. A look at the pre/post gains in each of the 11 summary scores shows that in most instances youth in the different grades gained about the same amounts. Thus, the data suggests that the program has an equally effective impact on youth at all grade levels.

Grade Level Analysis (Cont'd)

Looking across grade levels in each of the 22 items, we find an increasing trend in scores. In 8 of 22 cases the trend is sequential: $9<10<11<12$. In 22 of 22 cases $9<12$. This suggests that there may be a maturity factor that the test instruments are picking up, which would serve to validate their use to assess career maturity.

Treatment Analysis

Table 5 shows the mean scores on each of the 22 summary items for four different treatment groups. Each treatment group received additional amounts of experience or training: group one had work experience only; group two received work experience and coping skills; group three received work experience, coping skills, and employability skills; and group four received work experience, coping skills, employability skills, and ECES.

The F statistics excede or approach significance for each of the 11 post score comparisons. Further, except for group two which has a small n, for 10 out of 11 post scores, the scores increase with the amount of skills training received. That is, group 1< group 2<group 3<group 4.

Looking at the pre/post skill gains for each of the 11 summary score comparisons, we see that, in general, the more skills training a group received the greater the amount of pre/post skill gain.

In summary, the data suggest that the more skills a youth masters, the greater he/she perceives the value of the program and the greater gains he/she makes on any other skills he/she receives.

TABLE 1: DEMOGRAPHIC DATA

		No.	%
Sex	Male	160	54
	Female	137	46
Race	White	182	61
	Minority	115	39
Grade	9th or Less	107	36
	10th	95	32
	11th	67	23
	12th or More	28	9
Incremental Treatment	Work Experience	94	32
	+ Coping	20	7
	+ Employability	37	12
	+ ECES Only	21	7
	Other Combinations	125	42
Sex by Race	Male - White	96	32
	Minority	64	22
	Female - White	86	29
	Minority	51	17
Sex by Grade	Male - ≤ 9	57	19
	10	59	20
	11	33	11
	≥ 12	11	3
	Female - ≤ 9	50	17
	10	36	12
	11	34	12
	≥ 12	17	6
Sex by Treatment	Male - Work Experience Only	55	19
	-+ Coping	11	4
	-+ Employability	18	6
	-+ ECES	5	2
	- Other Combinations	71	24
	Female - Work Experience Only	39	13
	-+ Coping	9	3
	-+ Employability	19	6
	-+ ECES	16	5
	Other Combinations	54	18

			No.	%
Race by Grade	White	≤ 9	71	24
		10	64	21
		11	38	13
		≥12	9	3
	Minority	≤ 9	36	12
		10	31	11
		11	29	10
		≥12	19	6
Race by Treatment	White -	Work Experience Only	66	22
		+ Coping	17	6
		+ Employability	26	9
		+ ECES	16	5
		Other Combinations	57	19
	Minority -	Work Experience Only	28	9
		+ Coping	3	1
		+ Employability	11	4
		+ ECES	5	2
		Other Combinations	68	23
Grade by Treatment	9	Work Experience Only	34	11
		+ Coping	9	3
		+ Employability	14	5
		+ ECES	3	1
		Other Combinations	47	16
	10	Work Experience Only	35	12
		+ Coping	8	3
		+ Employability	12	4
		+ ECES	5	2
		Other Combinations	35	5
	11	Work Experience Only	16	5
		+ Coping	3	1
		+ Employability	9	3
		+ ECES	11	4
		Other Combinations	28	9
	12	Work Experience Only	9	3
		+ Coping	0	0
		+ Employability	2	1
		+ ECES	2	0
		Other Combinations	15	5
Coping Class		Yes	80	27
		No	217	73
ECES		Yes	71	24
		No	226	76
Employability		Yes	173	58
		No	124	42

TABLE 2 CAREER PLAN ANALYSIS

CAREER PLANNING ANALYSIS
POST BEFORE VS POST AFTER RATINGS
ALL CETA YOUTH

AFTER→		0	1	2	3	4	5	6	7	8	TOTAL
	0	6	0	5	2	2	3	4	4	0	26
B	1	0	0	0	0	1	0	0	0	0	1
E	2	0	0	14	5	2	5	2	1	0	29
F	3	0	0	2	5	1	0	0	1	0	9
O	4	0	0	0	1	5	1	0	0	0	7
R	5	0	0	0	0	1	5	1	0	0	7
E	6	0	0	0	0	0	0	4	1	0	5
↓	7	1	0	1	0	0	0	0	14	0	16
	8	0	0	0	0	0	0	0	0	0	0
TOTAL		7	0	22	13	12	14	11	21	0	100

N=131

0 = NO RESPONSE
1 = UNDECIDED
2 = NOT PLANNING ON FINISHING HIGH SCHOOL
3 = JOB AFTER HIGH SCHOOL
4 = ONE YEAR TRAINING AFTER H S THEN JOB
5 = TWO YEAR VOC SCHOOL AFTER H S THEN JOB
6 = TWO YEAR JUNIOR COLLEGE THEN JOB
7 = TWO YEAR JR COLLEGE THEN TRANSFER TO A FOUR YEAR COLLEGE
8 = FOUR YEAR COLLEGE

TABLE 3 CAREER PLAN ANALYSIS - ECES USERS

CAREER PLANNING ANALYSIS
POST BEFORE VS POST AFTER RATINGS
ECES USERS

AFTER→		0	1	2	3	4	5	6	7	8	TOTAL
	0	0	0	9	0	9	5	5	5	0	33
B	1	0	0	0	0	0	0	0	0	0	0
E	2	0	0	5	0	9	0	5	0	0	19
F	3	0	0	5	5	0	0	0	0	0	10
O	4	0	0	0	0	5	0	0	0	0	5
R	5	0	0	0	0	0	9	9	0	0	18
E	6	0	0	0	0	0	0	5	5	0	10
↓	7	0	0	0	0	0	0	0	5	0	5
	8	0	0	0	0	0	0	0	0	0	0
TOTAL		0	0	19	5	23	14	24	15	0	100

N = 21

0 = NO RESPONSE
1 = UNDECIDED
2 = NOT PLANNING ON FINISHING HIGH SCHOOL
3 = JOB AFTER HIGH SCHOOL
4 = ONE YEAR TRAINING AFTER H S THEN JOB
5 = TWO YEAR VOC SCHOOL AFTER H S THEN JOB
6 = TWO YEAR JUNIOR COLLEGE THEN JOB
7 = TWO YEAR JR COLLEGE THEN TRANSFER TO A FOUR YEAR COLLEGE
8 = FOUR YEAR COLLEGE

TABLE 4 - GRADE LEVEL ANALYSIS

AVERAGE SCORE ANALYSIS

GRADE DIFFERENCES

ITEMS	N	≤9 MEAN	N	10 MEAN	N	11 MEAN	N	≥12 MEAN	F
CD KNOWLEDGE POST B	64	2.71	63	3.02	42	2.80	14	3.86	6.28*
CD KNOWLEDGE POST A	64	3.68	63	4.05	42	4.18	14	4.61	4.34·
CD QUANTITY PRE	46	1.81	54	1.84	47	1.89	12	2.07	0.52·
CD QUANTITY POST	64	1.54	63	1.62	42	1.67	14	1.72	0.50·
CD QUALITY PRE	46	1.55	54	1.59	47	1.72	12	1.91	1.57·
CD QUALITY POST	64	1.36	63	1.50	42	1.60	14	1.54	1.51
CD CERTAINTY P B	64	1.86	63	2.14	42	2.29	14	2.43	2.36·
CD CERTAINTY P A	64	2.33	63	2.71	42	2.98	14	2.86	2.84
CD IMPORTANCE P A	64	2.03	63	2.46	42	2.69	14	2.71	4.13·
CD IMPORTANCE P A	64	2.50	63	2.95	42	3.33	14	3.00	4.00
CD C PLANS P B	64	2.88	63	3.44	42	3.17	14	3.36	0.58
CD C PLANS P A	64	3.56	63	4.24	42	4.24	14	4.00	0.89
EMP KNOWLEDGE P B	84	2.96	73	3.31	49	3.59	23	4.01	13.40*
EMP KNOWLEDGE P A	84	3.44	73	3.71	49	3.98	23	4.17	9.69*
EMP QUANTITY PRE	55	1.90	46	2.04	47	2.07	18	2.03	0.95
EMP QUANTITY POST	84	2.15	73	2.37	49	2.47	23	2.33	2.13
EMP QUALITY PRE	55	1.18	46	1.21	47	1.26	18	1.22	1.56
EMP QUALITY POST	84	1.35	73	1.35	49	1.45	23	1.42	1.92
COPE KNOWLEDGE P B	75	5.35	70	5.28	46	4.91	18	6.05	1.38
COPE KNOWLEDGE P A	75	6.52	70	6.42	46	6.11	18	6.99	0.58
COPE SKILLS PRE	33	1.30	38	1.32	32	1.46	8	1.45	1.20
COPE SKILLS POST	72	1.37	64	1.49	40	1.63	15	1.51	4.47

sig ≤ .01*

41

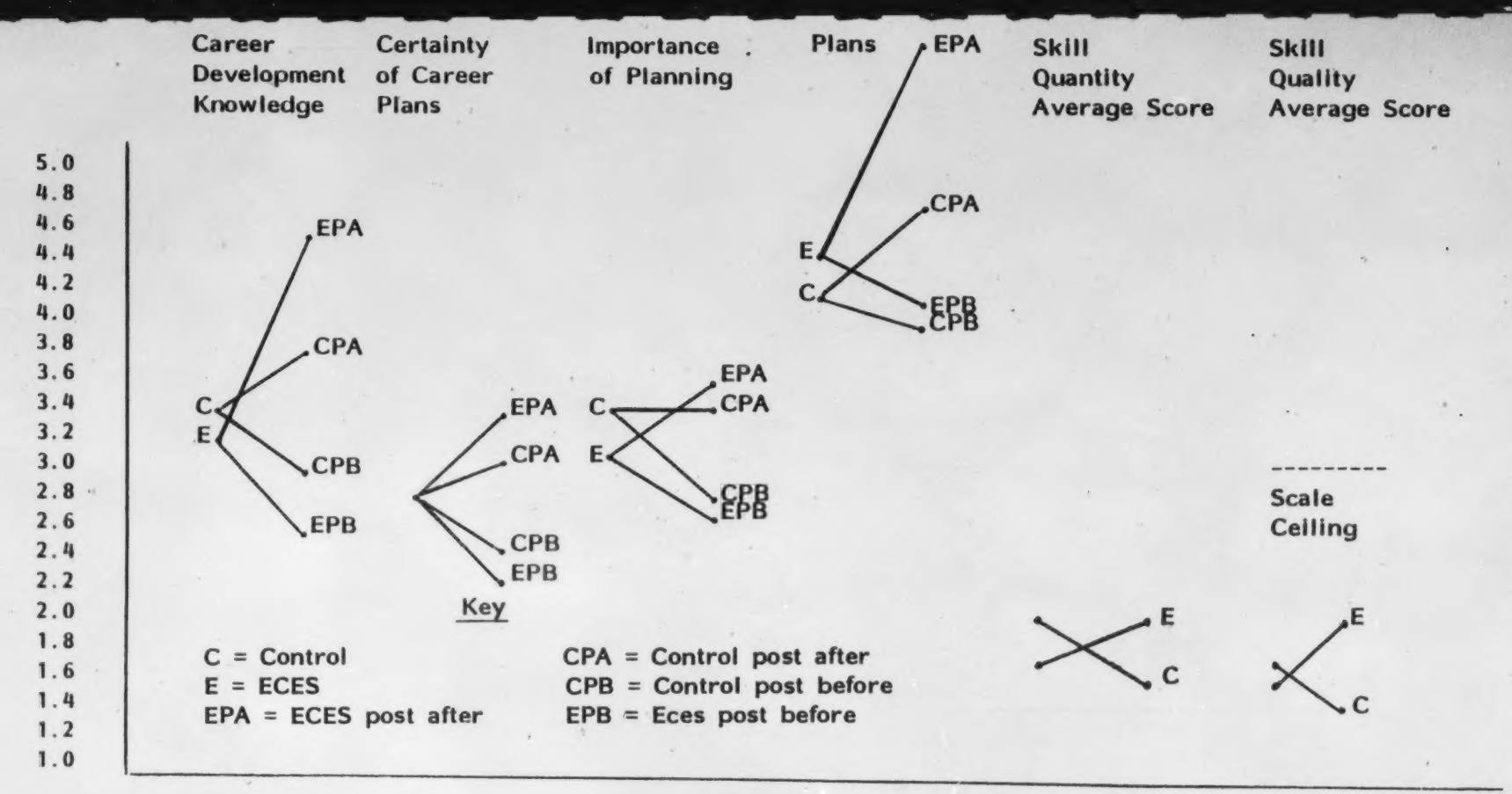
42

TABLE 5 - TREATMENT ANALYSIS

AVERAGE SCORE ANALYSIS

TREATMENT DIFFERENCES

ITEMS	WORK EXP N	WORK EXP MEAN	+ COPE N	+ COPE MEAN	+ EMP N	+ EMP MEAN	+ ECES N	+ ECES MEAN	F
CD KNOWLEDGE POST B	54	3.12	7	2.57	22	3.02	21	2.55	2.46
CD KNOWLEDGE POST A	54	3.65	7	3.48	22	4.20	21	4.63	6.81
CD QUANTITY PRE	55	1.96	18	1.83	34	1.84	21	1.81	0.42
CD QUANTITY POST	54	1.53	7	1.24	22	1.61	21	2.15	6.13
CD QUALITY PRE	55	1.71	18	1.62	34	1.56	21	1.77	0.62
CD QUALITY POST	54	1.34	7	1.22	22	1.46	21	2.09	9.11
CD CERTAINTY P B	54	1.96	7	2.00	22	2.36	21	2.38	1.44
CD CERTAINTY P A	54	2.26	7	2.00	22	2.95	21	3.38	6.42
CD IMPORTANCE P A	54	2.20	7	1.86	22	2.64	21	2.71	2.30
CD IMPORTANCE P A	54	2.46	7	2.29	22	3.36	21	3.81	8.77
CD C PLANS P B	54	2.63	7	2.43	22	3.05	21	3.71	1.20
CD C PLANS P A	54	2.93	7	3.00	22	4.32	21	5.62	8.01
EMP KNOWLEDGE P B	51	3.33	7	2.77	31	3.07	21	3.44	1.40
EMP KNOWLEDGE P A	51	3.51	7	3.05	31	3.47	21	3.95	2.38
EMP QUANTITY PRE	34	1.91	5	1.69	30	2.06	17	2.40	4.39
EMP QUANTITY POST	51	1.87	7	2.29	31	2.43	21	2.93	11.05
EMP QUALITY PRE	34	1.21	5	1.18	30	1.25	17	1.27	0.54
EMP QUALITY POST	51	1.14	7	1.49	31	1.37	21	1.67	31.65
COPE KNOWLEDGE P B	67	4.75	18	4.43	36	5.02	22	5.38	0.79
COPE KNOWLEDGE P A	67	5.20	18	6.27	36	6.64	22	6.93	3.84
COPE SKILLS PRE	27	1.32	18	1.34	38	1.36	20	1.49	0.82
COPE SKILLS POST	49	1.27	19	1.66	36	1.70	20	1.82	21.13



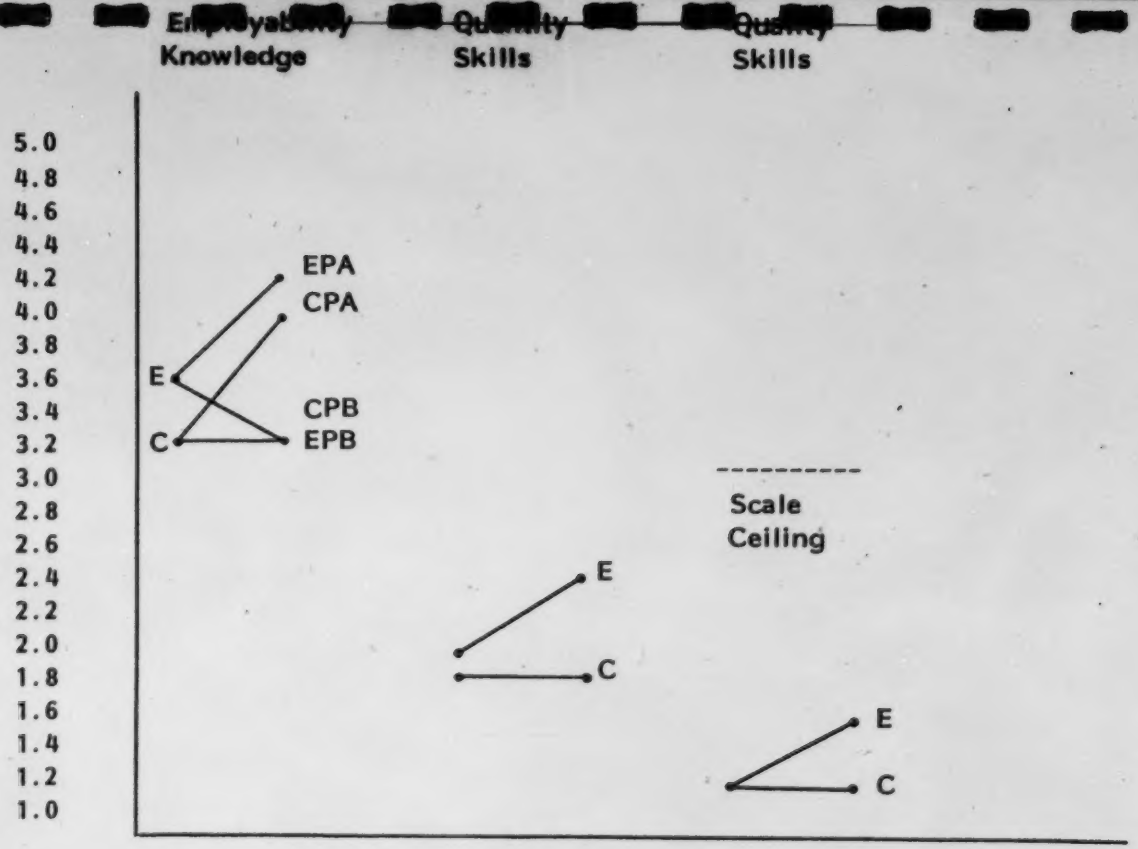
	Career Development Knowledge			Certainty of Career Plans			Importance of Planning			Plans			Skill Quantity Average Score		Skill Quality Average Score	
	Pre	Post B	Post A	Pre	Post B	Post A	Pre	Post B	Post A	Pre	Post B	Post A	Pre	Post	Pre	Post
Control																
N	37	130	130	35	88	86	35	89	89	34	84	82	37	37	37	37
Mean	3.3	3.0	3.8	2.9	2.5	3.1	3.4	2.8	3.4	4.1	3.9	4.9	2.0	1.6	1.7	1.4
t			10.9*			7.7*			5.7*			4.1*		-4.9*		-2.9*
Experimental																
N	40	40	40	39	40	40	40	40	40	39	40	40	40	40	40	40
Mean	3.2	2.6	4.6	2.9	2.3	3.4	3.1	2.7	3.6	4.4	4.0	5.7	1.7	2.0	1.6	2.0
t			17.2*			5.8*			7.1*			4.2*		3.3*		4.0*

45

* Sig $\leq$ .01

46

Figure 3 - Summary of Career Development Survey Results



		Pre	Post B	Post A	Pre	Post	Pre	Post
Control								
	N	17	64	64	17	17	17	17
	Mean	3.3	3.3	4.0	1.9	1.8	1.2	1.2
	t			6.9*		---		.72
Experimental								
	N	119	165	165	119	119	119	119
	Mean	3.6	3.3	4.3	2.0	2.5	1.2	1.5
	t			12.2*		EST.*		13.6*

Key

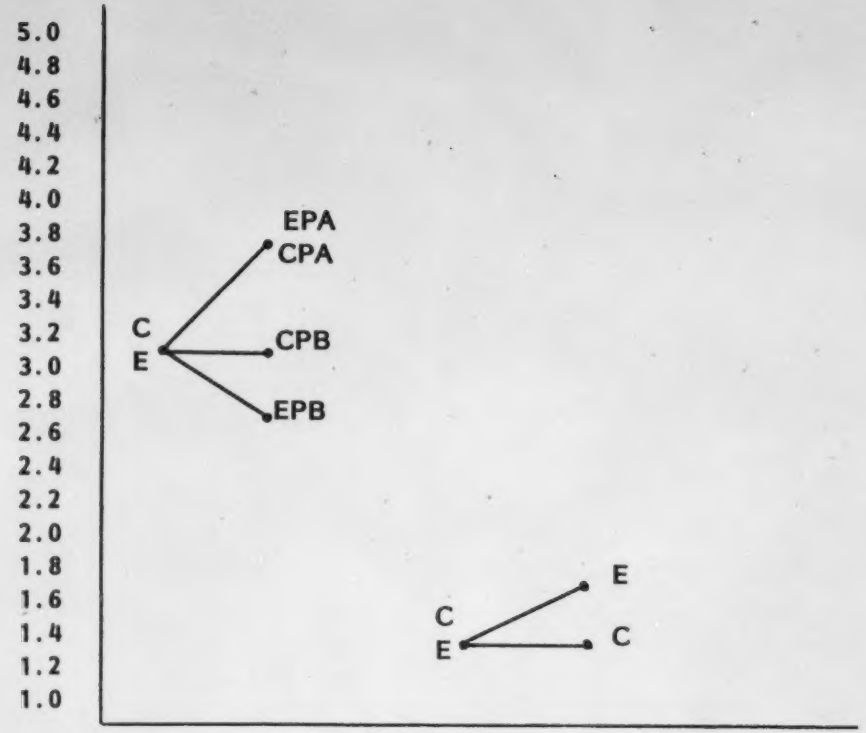
E = Employability
C = Control
EPA = Employability post after
CPA = Control post after
CPB = Control post before
EPB = Employability post before

* Sig $\leq$ .01

47

Figure 4 - Summary of Employability Skill Survey Results

48



Control	Pre	Post B	Post A	Pre	Post
N	27	108	104	12	141
Mean	3.1	3.1	3.7	1.4	1.4
t			2.6*		---
Experimental					
N	71	71	71	10	191
Mean	3.1	2.7	3.7	1.4	1.7
t			4.9*		~4.0*

* Sig $\leq$ .01

Key

E = Coping
C = Control
EPA = Coping post after
CPA = Coping post after
CPB = Control post before
EPB = Coping post before

Figure 5 - Summary of Coping Skills Survey Results

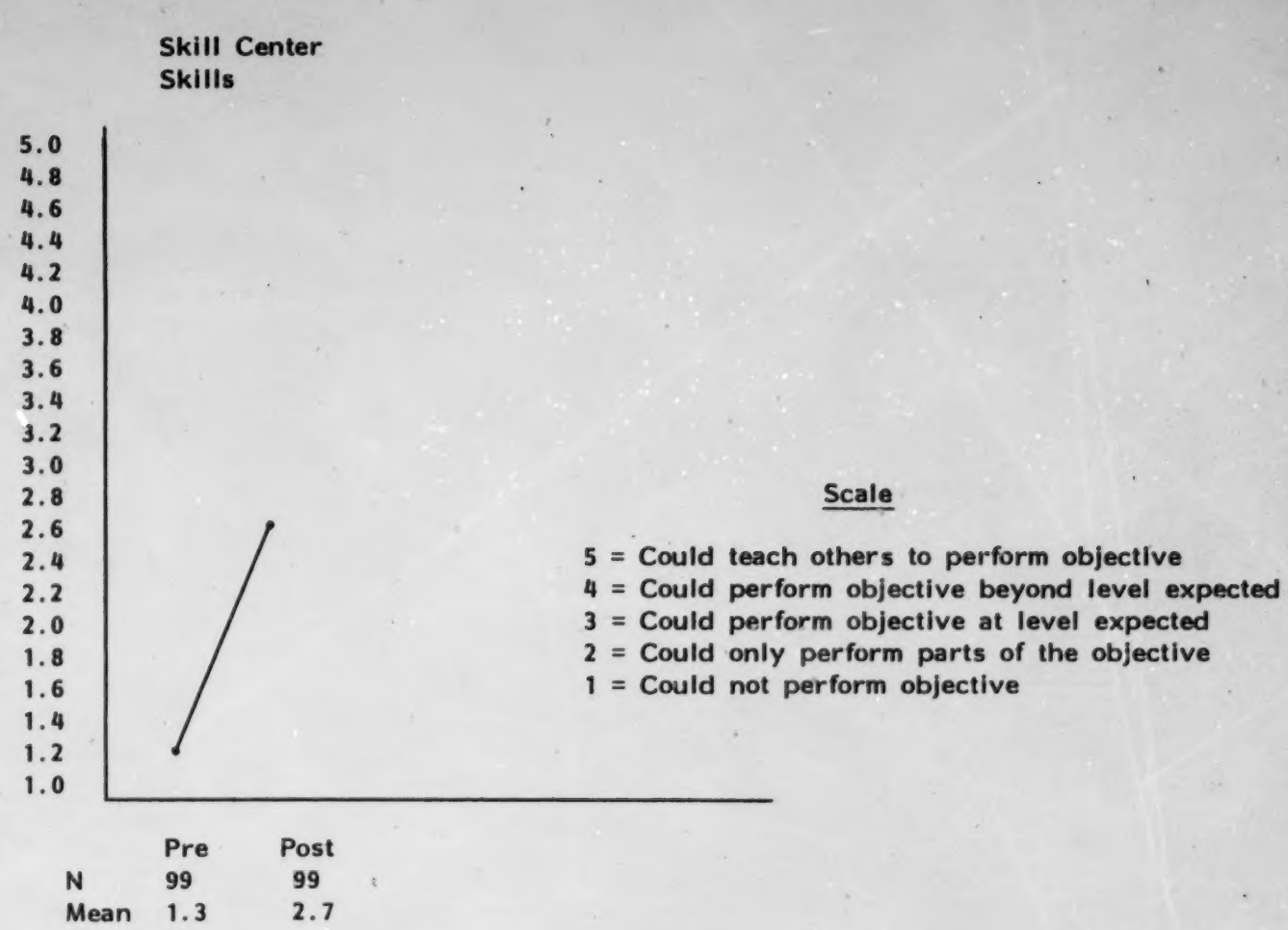
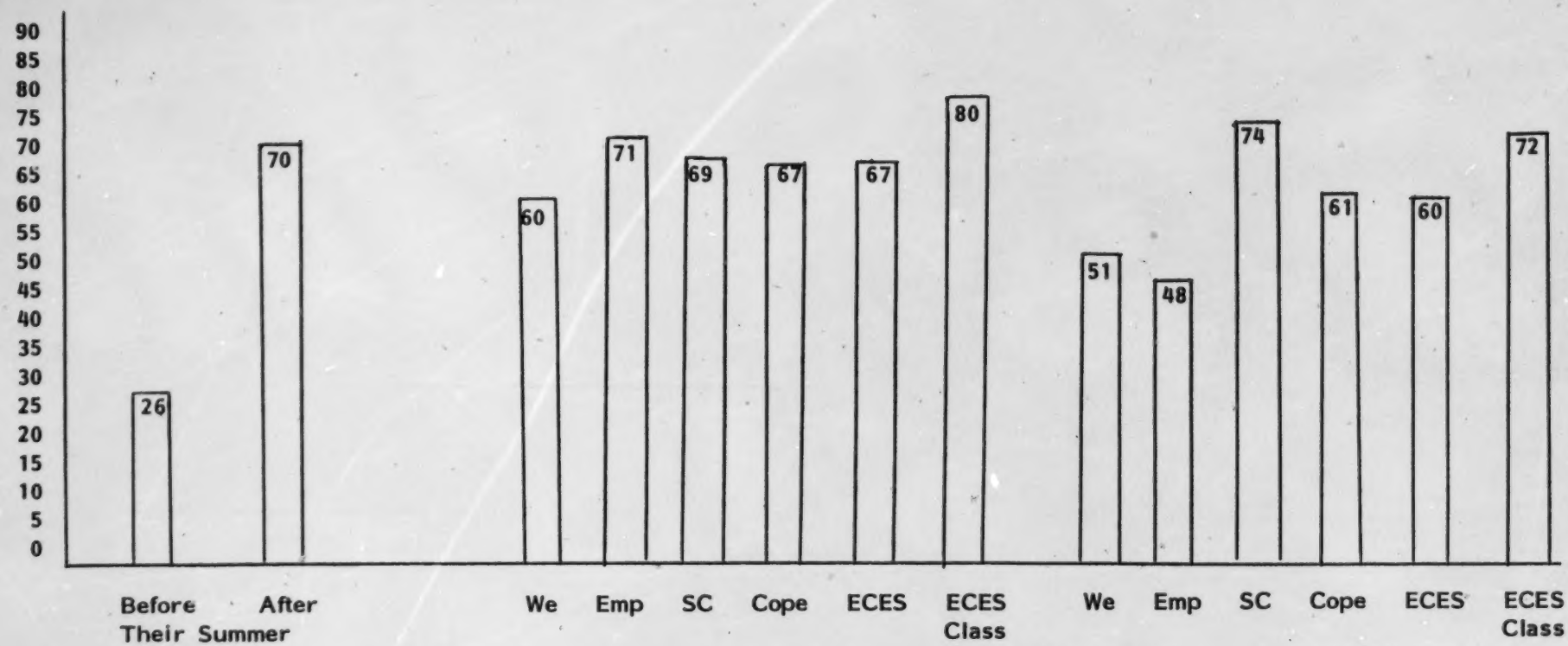


Figure 6 - A Summary of Skill Center Ratings

% Students Well Prepared for Career Development (Ans. 6 - 9 on 9 pt. Scale)

% Students Receiving Career Planning Assistance From: (Ans. 6 - 9 on 9 pt. Scale)

% of Students - who changed their Occupational Goal over the Summer- reporting the cause of their change came from: (Ans. 4 - 5 on 5 pt. Scale)



DF=8
X^2=48.28
Phi=.46

Part 1

Part 2

Part 3

Key

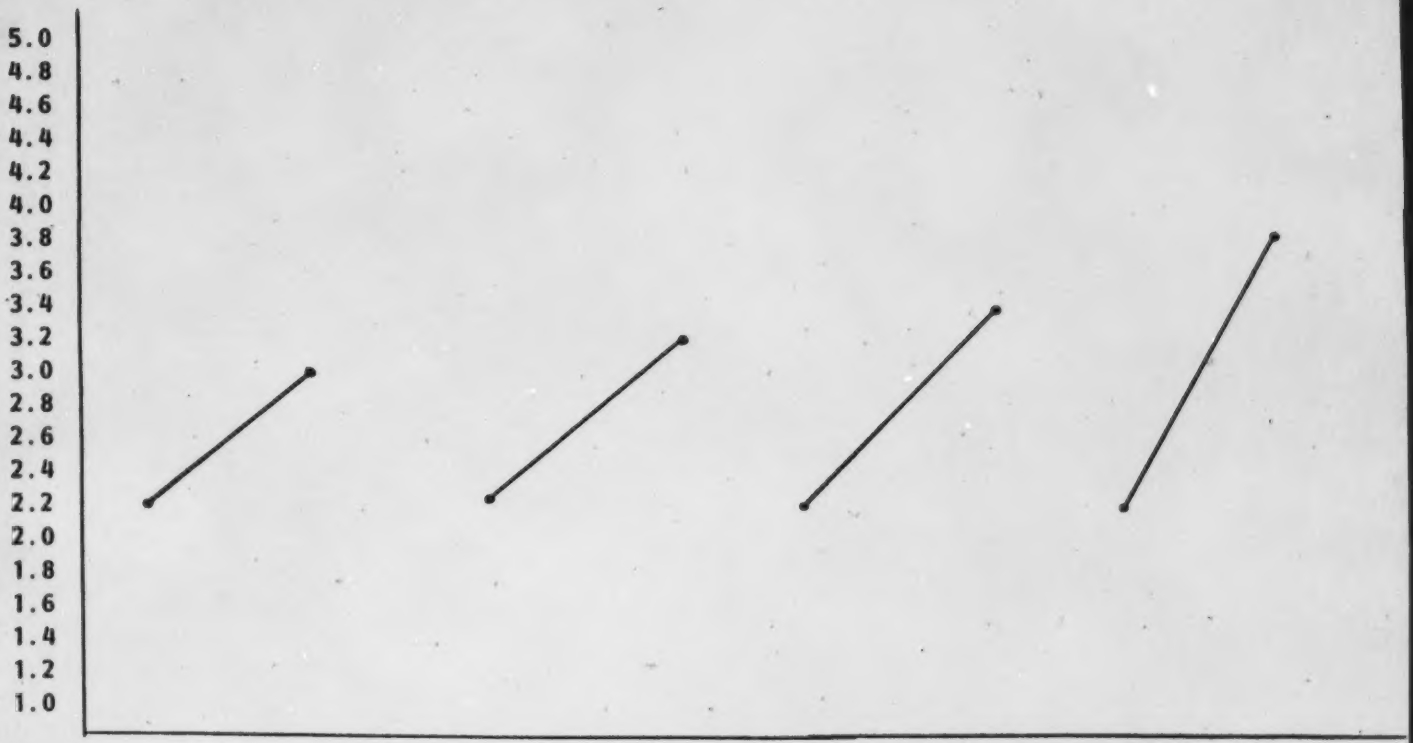
WE = Work experience
Emp = Employability skills
SC = Skill Center
Cope = Coping skills
ECES = ECES terminal
ECES Class = ECES class

Figure 7 - Overall Program Reactions

51

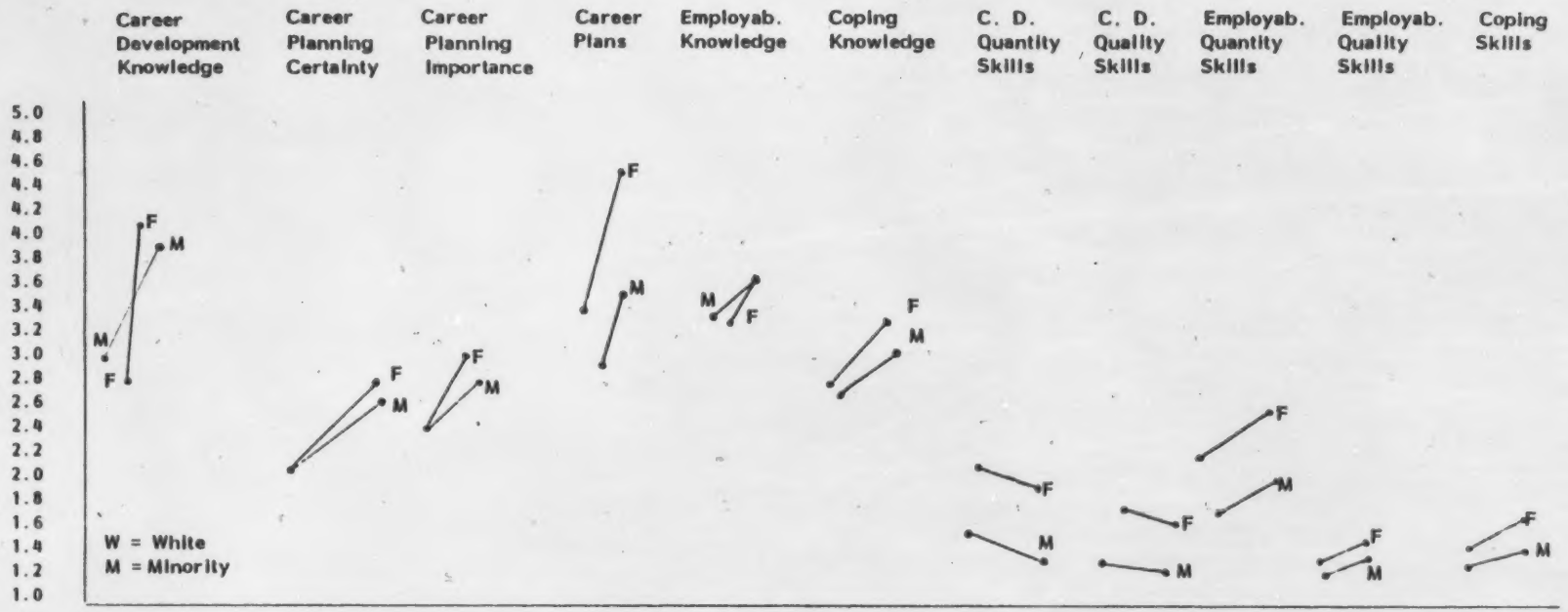
52

Student Rating of Preparation to Choose an Occupation and Enter It
By Amount of Training



	Before	After	B	A	B	A	B	A
	Work Experience		Plus Coping		Plus Employability		Plus ECES	
N	37	36	3	3	16	16	14	14
Mean	2.3	3.0	2.3	3.3	2.3	3.4	2.2	3.8

Figure 8 - Overall Program Rating by Amount of Treatment

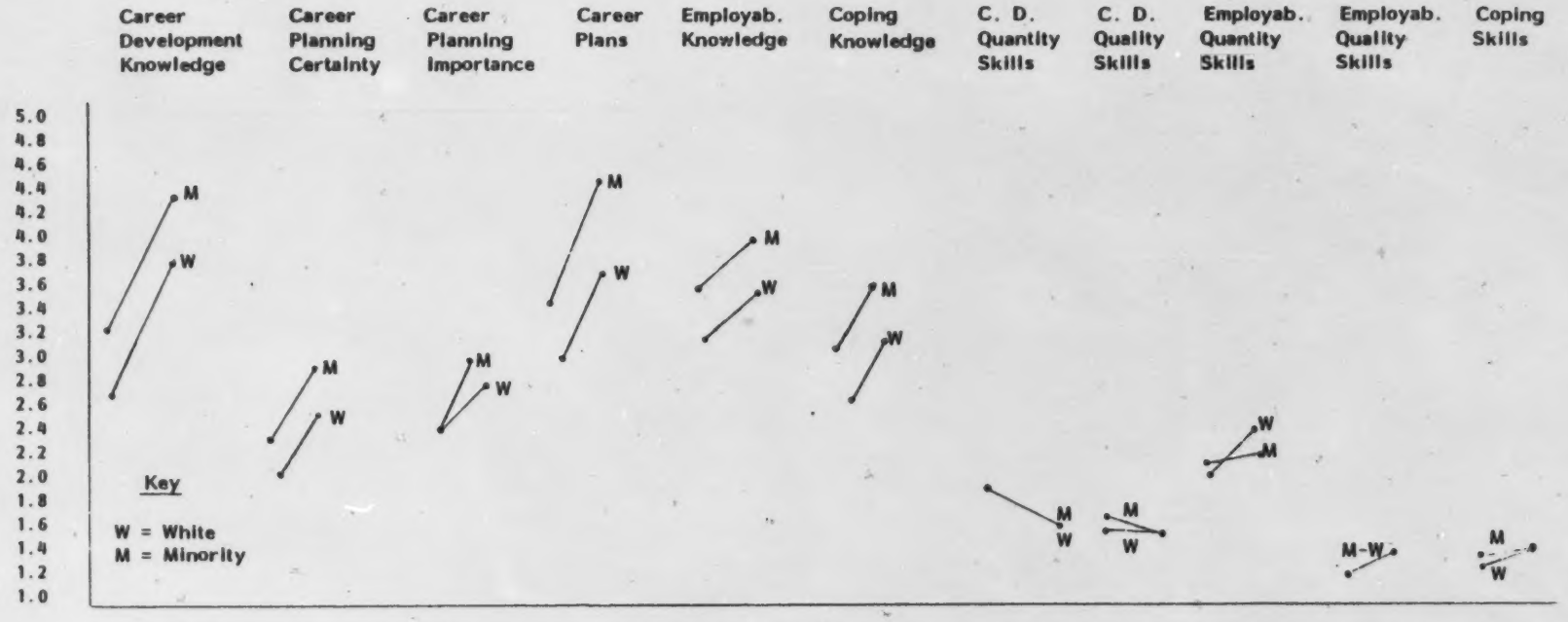


		Career Development Knowledge		Career Planning Certainty		Career Planning Importance		Career Plans		Employab. Knowledge		Coping Knowledge		C. D. Quantity Skills		C. D. Quality Skills		Employab. Quantity Skills		Employab. Quality Skills		Coping Skills	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Male	N	99	99	99	99	99	99	99	99	125	125	107	107	75	95	75	95	83	125	83	125	49	101
	Mean	3.0	3.9	2.1	2.6	2.4	2.8	3.0	3.6	3.4	3.7	2.6	3.1	1.6	1.4	1.4	1.3	1.8	2.1	1.2	1.3	1.3	1.4
Female	N	84	84	84	84	84	84	84	84	104	104	102	102	84	84	84	84	83	104	83	104	62	90
	Mean	2.8	4.1	2.1	2.8	2.4	3.0	3.4	4.5	3.3	3.7	2.7	3.4	2.1	1.9	1.8	1.7	2.2	2.6	1.3	1.5	1.4	1.6

Figure 9 - Sex Comparisons

54

55



		Career Development Knowledge		Career Planning Certainty		Career Planning Importance		Career Plans		Employab. Knowledge		Coping Knowledge		C. D. Quantity Skills		C. D. Quality Skills		Employab. Quantity Skills		Employab. Quality Skills		Coping Skills	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
White	N	113	113	113	113	113	113	113	113	141	141	146	146	106	113	106	113	104	141	104	141	86	128
		2.7	3.8	2.0	2.5	2.4	2.8	3.0	3.7	3.1	3.5	2.5	3.1	1.9	1.6	1.6	1.5	2.0	2.4	1.2	1.4	1.3	1.5
Minority	N	70	70	70	70	70	70	70	70	88	88	63	63	53	70	53	70	62	88	62	88	25	63
		3.2	4.3	2.3	2.9	2.4	3.0	3.5	4.5	3.6	4.0	3.0	3.6	1.9	1.6	1.7	1.5	2.1	2.2	1.2	1.4	1.4	1.5

Figure 10 - Race Comparisons

56

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Training Conclusion

Overall, the data suggest that:

1. Untrained CETA youth lack the minimal knowledge and skills necessary to:

   a. develop a comprehensive career plan based on accurate information about one's self and the worlds of work and education.
   b. prepare themselves for employment.
   c. demonstrate the ability to be dependable, get along with others, or do the job in either the school or work setting.

2. Untrained CETA youth perceive themselves to possess greater amounts of knowledge and skills than they demonstrate in the areas of career development, employability and coping.

3. In an eight-week time period, CETA youth can be trained to increase the quantity and quality of their knowledge and skills they need to:

   a. develop their careers

      (1) expand their awareness of themselves and the worlds of work and education
      (2) make career choices that meet their needs
      (3) develop career plans that lead to their career goal

   b. become more employable

      (1) identify employers who will hire them
      (2) write a resume that highlights their strengths
      (3) conduct themselves effectively in a job interview

   c. cope more effectively in school and at work

      (1) by being more dependable
      (2) by getting along better with others
      (3) by showing they can do the job

   d. prepare for entry into a career

      (1) by mastering vocational skill objectives
      (2) by performing successfully in summer work experiences
      (3) by improving job-related reading skills

4. Increased knowledge and skills are accompanied by perceptions of increased ability to perform in these areas, more accurate self-assessments of pre-training levels of knowledge and ability, increased certainty in one's career plan, and plans to acquire more formal training before seeking a job.

Training Conclusion (Cont'd)

5. A comprehensive program providing successive levels of integrated skills training seems to have a cumulative positive effect on the abilities and perceptions of CETA youth to perform in the areas being trained.

6. The GISD's program appears to be providing an equal opportunity and experience to youth of all sexes and races.

Program Results and Discussion

The program objectives, other than the career development skills training objec-jectives, included:

1. Providing work experiences to CETA youth that are relevant to their career goals.

2. Paying CETA youth a minimum wage and providing a pay increase for youth who were above minimal performance criteria on basic coping skills.

3. Reducing the dropout rate among school-bound CETA youth during the full semester following the Summer Program.

4. Developing a management system for coordinating the needs assessment, planning, development, implementation, monitoring, evaluations, and modifications of an effective Summer Program for CETA youth.

5. Developing and implementing the administrative services (e.g., payroll, budgeting, and scheduling) necessary to support a smooth Summer Program.

6. Developing cooperation and coordination among the GISD, the skill center, local schools, local public and private employers, the Chamber of Commerce, labor unions, and the CETA prime sponsor.

7. Improving the image of CETA among participating schools, staff, youth, and employers.

8. Teaching the CETA youth to improve their reading skills.

Program Results

An integral part of the delivery made in this project was the support received from organizations external to the Vocational Education Department. The Data Processing Department of the Genesee Intermediate School District keypunched the evaluation data on cards. Professional consultants aided in scoring, coding, and analyzing the data and in helping the project staff in designing the management system and the evaluation design. Twenty-one vocational classes and the supportive transportation were offered at the Genesee Area Skill Center, which is juxtaposed to the Genesee Intermediate School District. Other transportation was provided by the local school districts and the Mass Transportation Agency (MTA). Cooperation with the local school districts was enhanced by the appointment of ten work experience coordinators who normally work as counselors, placement representatives, or teachers in many of those constituent districts. These coordinators were familiar with the background of the youth in that district and, therefore, were better able to represent them and to act as liasons between the local and intermediate districts. Cooperation was obtained from many community-based organizations, including the Red Cross and private sector employers who provided work sites, all of which contributed to the success of the project. In addition to the support from these external sources, the GLSF Consortium provided management and monitoring support which included: 1) the payroll, budgeting, scheduling, recruiting, and training programs necessary to make the project run smoothly; 2) the management plan which provided direction for the planning, developing, implementating, monitoring, evaluating, and eventual modification of the entire effort.

These program objectives were met as the following documentation illustrates:

1. Relevant Work Experiences - During the summer 530 youth were employed in work experiences. Of these, approximately 220 were placed in work settings that were directly related to their career goals.

2. Minimum Wage - Including the 30 students who worked for private employers, 580 youth received $2.65/hr. (minimum wage) for their training and employment efforts. Thirty-six of the youth received $.10/hr. incentive pay increases at two different times during the summer for working above the minimum performance criteria of the job.

3. Dropout Rate - Two hundred and eighty-one of the youth who participated in the SPEDY-YETP program during the summer of 1978 are currently being contacted in a follow-up study to determine their work/school status. Comparisons will be made between these findings and the normal dropout rates that are recorded for the same school populations.

4. Management System - A written plan for the management of project objectives is on file for the YETP and SPEDY program. The tasks involved in reaching these objectives and the timeline for completion are included.

5. Administrative Services - A sequential system of activities is included in a payroll procedure for insuring that all youth are credited with the accurate

Program Results (Cont'd)

5. hours worked and paid accordingly. The same system that is used for payroll activities within the school districts was used for this project.

6. Cooperation - A local educational agency agreement has been signed by the LEAs and the local CETA prime sponsor. In this agreement, 22 percent or more of the CETA funds spent locally are to be used for educational purposes. Contracts between the Genesee Intermediate School District and individual LEAs detailing the services supplied by each are being developed. Work-site agreements are signed by each public or private employer which spell out the jointly-agreed-on conditions of the supervision of youth work. A contract indicating the terms of cooperation between the Genesee Intermediate School District and the CETA prime sponsor was signed before the Summer Program began.

7. CETA Image - Contacts were made with approximately 100 public and private employers and 21 school districts to explain the conditions of a work agreement utilizing CETA eligible youth. During the summer, five articles appeared in local newspapers explaining project results. One appearance was made by GISD on an hour radio talk show. The tangible outcomes of projects served as the best PR device. Such projects, as the upgrading of school landscaping, are examples. A short film was produced which highlighted the achievements of the Summer Project, and a display was constructed in the Genesee Intermediate School District's show case.

8. Reading Skills - One hundred and sixty-two youth were provided reading tutoring services from eight reading tutors. On the average, no significant gains in reading ability were increased by pre and post tests. However, when youth were tutored in the reading skills needed to accomplish activities of their job, a two and one-half year growth was measured.

Discussion - (Management System)

Organizing all of the support and delivery components of a project that supplied training and employment experiences to upwards of 600 youth was a formidable task. A comprehensive plan, using the Carkhuff management system, was the key to successfully coordinating all of the countless variables involved in preparation, scheduling, interacting with other agencies, etc. Using this management system, it was possible to organize the activities in such a manner that the mission of the project could be broken down into achievable objectives, which, in turn, could be broken down into achievable tasks. The systematic steps necessary to perform each task were identified. Assignment of tasks to people to be completed by a specified time made possible a monitoring system that served as a means to keep the complete project on track. This plan was the basis for the systematic execution of the basic processes of enrollment, job development, class scheduling, coordination of career plans and work experience assignments, staff selection, and

Discussion - (Management System)

training and networking with other agencies. It was through this breakdown of each activity into systematic steps that the specific tasks and, therefore, the overall goals of the project were achieved.

Discussion - (PR)

It was soon discovered that many people in the community held a negative general opinion of CETA and were initially resistant to cooperating with the program. This general concept appears to be based on the impression that CETA is poorly managed or has been involved in less than effective service employment activities. A local public relations campaign was designed to correct this misconception and to replace the resistance encountered into cooperation. Appointments were made with local employers, community-based agencies, and local school district personnel to explain the youth program and solicit cooperation in the forms of providing job sites and support services. In addition, articles appeared in the local newspaper and appearances by GISD's staff were made on a local radio station explaining the true nature of the program. The most successful public relations material, however, was found in the form of tangible project outcomes. A short film was produced which documented such project outcomes as improved landscaping of school and agency property, hospital aid programs, and maintenance support programs. In addition to the film, still shots were taken of youth performing duties that aided the community. Those pictures were displayed in the showcase of the Genesee Intermediate School District.

Discussion - (Selection - Staff Training)

This program was similar to many others reported in the literature in respect to one phenomenon. A segment of the youth population enrolled in the program was not properly motivated to take advantage of the opportunities offered. Approximately 40 out of the 200 students (20%) participating in vocational education classes at the Genesee Area Skill Center dropped out before the completion of the six-week program. The reason(s) for this is not entirely understood at this point. Walther and Magnusson[1] discovered that offering support services and training programs, per se, did nothing toward improving performances of NYC youth who were not motivated to take advantage of those benefits. Future developments in this program will include better screening techniques of youth at the time of enrollment so that those most motivated will be selected first for training and work experience slots. In addition, the reasons for the low motivation will be examined more closely to determine whether they result from lack of prerequisite skills (e.g., reading), defeatism from histories of not succeeding, poor modeling, or others. These findings will be used to develop staff training approaches which provide the interpersonal and delivery skills and the delivery programs needed by

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[1]Walther, Regis H. and Magnusson, Margaret C. A Longitudinal Study of Selecting Out-of School Youth. NYC-2 Program in Four Cities. Final Report. George Washington University, Washington, D.C., For Manpower Administration.

Discussion - (Selection - Staff Training) (Cont'd)

counselors to reach the youth who are unmotivated. In this manner, a broader range of applicants will receive help in making the transition from school to work.

Summary and Suggested Directions

The composite results from GISD's two summer programs for economically disadvantaged youth suggest the following conclusions:

Delivery

Economically disadvantaged youth can be taught the skills and knowledges they need to:

1. develop their careers

    a. expand their awareness of themselves and the worlds of work and education
    b. make career choices that meet their needs
    c. develop career plans that lead to their career goal

2. become more employable

    a. identify employers who will hire them
    b. write a resume that highlights their strengths
    c. conduct themselves effectively in a job interview

3. cope more effectively in school and at work

    a. by being more dependable
    b. by getting along better with others
    c. by showing they can do the job

4. prepare for entry into a career

    a. by mastering vocational skill objectives
    b. by performing successfully in summer work experiences
    c. by improving job-related reading skills

Economically disadvantaged youths' perceptions of who they are and what is important to them can be positively affected by a comprehensive career development program that combines practical skills training with the work experiences necessary to test out and modify personal career plans.

Administration

1. GISD's staff possess the management skills and programs to plan, develop, implement, monitor, evaluate, and modify a comprehensive program that provides youth with paid work experience and that upgrades the skills, knowledges, and attitudes they need to better select and prepare to enter a career of their choice.

Administration (Cont'd)

2. GISD's staff possess the skills programs and contacts necessary to obtain and maintain the support of the community resources that are essential to the success of the project, including business, labor, and industry leaders; local employers; the Chamber of Commerce; local educational leaders; local educational agencies; local staff and CETA coordinators; CETA youth, and the CETA prime sponsor.

3. GISD's staff possess the administrative skills and programs necessary to conduct a comprehensive project, including programs such as payroll, budgeting, scheduling, transportation, recruiting, staff training, and program public relations.

4. GISD's staff possess the skills, the instructional materials, and the computer-based guidance system (ECES) necessary to provide a comprehensive, practical, yet personalized, career development program to economically disadvantaged youth.

Suggested Directions

Looking beyond the successes of the program, there are several areas where the program could be expanded to better equip CETA youth to find and keep appropriate unsubsidized employment.

The Number of Youth Served

The data from the two projects suggest a positive impact was made on the youth that were served. However, not all youth received all services. Further efforts to provide more youth with more training would seem warranted. This has implications for recruiting, hiring, and training staff.

The Sequence of Services

The data suggests that the youth who received all training conditions were the most positively impacted. However, the preferred sequence of training requires the youth to begin with career planning on ECES, to learn employability skills and use them in looking for a career-related work experience, to select a career-related skills center course, to learn coping skills and practice applying them in school and at work, to review their career plans on ECES after their summer experience, to revise their career plan and employability skills resume as a result of their summer experience, and to prepare for a similar but advanced version of the same cycle during the next summer. This preferred sequence will require that GISD identify and begin serving the youth during the school year, both before and after the summer.

Continuation of Services

The ten-week Summer Program has a positive impact on most youth, but these youth come to the program at different stages of personal and career maturity. Some are still exploring, trying to expand their alternatives. Some are trying to narrow their alternatives and select a tentative goal. Some think they know what they want and want to start preparing to reach their goal. Others thought they were set, but suddenly found their goal was not for them and that they must recycle their planning. A ten-week program can only begin to meet these changing, developing needs. It would be more appropriate to develop a comprehensive, multi-year program that provided developmental services to youth at each of their different stages of personal and career maturity. Only by guiding a youth through several efforts to expand, narrow, prepare for, try, and re-think their career goal can we expect to equip youth with the skills and experience to repeat this career planning process effectively for themselves as they leave us and after they have left. This has implications for developing the capacity to assess youth skill needs, prescribe differential services, monitor youth progress, and manage a fully-coordinated program.

Relating Services to Outcome

A goal of CETA is to equip youth to choose, get, keep, and get ahead on non-subsidized employment. The services provided in this ten-week program are a step toward this goal. They provide some of the necessary skills; but if we want youth to learn and learn to use these skills, then extensive follow-up is needed. If we want youth to stay in unsubsidized employment for one year, then in many instances, we must supply follow-up skills training throughout that one year to make sure the youth have all the skills needed to keep and get ahead on the job. This will require a more extensive program, ongoing coordination with other community agencies, and additional skills training to equip the youth with the broad range of living, learning, and working skills they will need to reach CETA's goal. This has implications for assigning administrative responsibility for coordinating and monitoring all community resources to provide the ongoing training and support these youth need to succeed at the goal of getting, keeping, and getting ahead on unsubsidized employment.

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APPENDIX A

Career Development Survey Data

Tables

A1 - Self report of career development knowledge pre vs. post/after ratings.

A2 - Self report of career development knowledge post/before vs. post/after ratings.

A3 - Career preparation items - certainty, importance, plans - pre vs. post ratings.

A4 - Career preparation items - certainty, importance, plans - post/before vs. post/after ratings.

A5 - Occupational knowledge - quantity scores - pre vs. post ratings.

A6 - Occupational knowledge - quality scores - pre vs. post ratings.

Statistical Note: At the .01 level, with the following degrees of freedom, the t scores for determining significance are:

df	t
20	2.845
25	2.787
30	2.750
40	2.704
60	2.660
120	2.617
∞	2.576

TABLE A1

CAREER DEVELOPMENT SURVEY
SELF REPORT OF CAREER DEVELOPMENT KNOWLEDGE
ECES USERS - NON ECES USERS

PRE VS POST RATINGS

ITEMS	CONTROL N	CONTROL MEAN	PRE ECES N	PRE ECES MEAN	T	CONTROL N	CONTROL MEAN	POST ECES N	POST ECES MEAN	T	CONTROL N	CONTROL COR T	GAIN ECES N	GAIN ECES COR T
JOBS	36	3.36	40	3.03	-1.30	36	4.03	40	4.65	3.25	35	2.84	40	7.20
SOURCE OF INFO	36	2.83	40	3.08	0.94	36	4.06	40	4.55	2.54	35	4.51	40	7.28
TYPE OF INFO	36	3.17	40	3.25	0.34	36	4.11	40	4.70	3.44	35	6.10	40	7.05
VALUES	36	3.92	40	3.70	-0.88	36	3.83	40	4.50	3.32	35	-0.68	40	4.37
REQUIREMENTS	36	2.97	39	2.62	-1.29	36	3.83	40	4.65	4.44	35	4.47	39	10.33
CAREER DECISIONS	36	3.14	40	2.78	-1.25	36	4.14	40	4.78	3.57	35	4.80	40	9.72
HS COURSES	36	3.86	40	3.55	-1.11	36	3.97	40	4.53	2.71	35	0.12	40	4.45
TRAINING	35	3.63	40	3.35	-1.05	36	3.94	40	4.53	3.49	34	1.44	40	5.81
PLANNING	36	3.03	40	2.75	-1.16	36	3.94	40	4.68	3.95	35	3.66	40	10.47
SELF AWARENESS	35	3.77	40	3.85	0.30	36	3.81	40	4.40	2.53	35	0.18	40	3.14
AVERAGE SCORE	37	3.30	40	3.20	-0.56	37	3.89	40	4.60	4.65	37	4.30	40	10.77

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TABLE A2

CAREER DEVELOPMENT SURVEY
SELF REPORT OF CAREER DEVELOPMENT KNOWLEDGE
ECES USERS - NON ECES USERS

POST BEFORE VS POST AFTER RATINGS

ITEMS	CONTROL N	CONTROL MEAN	PRE ECES N	PRE ECES MEAN	T	POST CONTROL N	POST CONTROL MEAN	POST ECES N	POST ECES MEAN	T	GAIN CONTROL N	GAIN CONTROL COR T	GAIN ECES N	GAIN ECES COR T
JOBS	119	3.14	40	2.63	-2.62	116	4.12	40	4.65	3.41	116	11.84	40	13.15
SOURCE OF INFO	119	3.18	40	2.43	-3.82	117	4.13	40	4.55	2.45	117	10.78	40	12.32
TYPE OF INFO	119	3.26	40	3.08	-0.87	117	4.23	40	4.70	3.32	117	10.64	40	7.94
VALUES	118	3.07	40	2.48	-3.23	116	4.03	40	4.50	2.77	116	12.61	40	13.52
REQUIREMENTS	119	3.09	40	2.20	-4.99	117	4.02	40	4.65	3.99	117	10.92	40	16.15
CAREER DECISIONS	119	3.48	40	2.80	-3.00	117	4.23	40	4.78	3.39	117	7.08	40	9.68
HS COURSES	119	3.18	40	2.38	-3.66	117	4.10	40	4.53	2.54	117	8.92	40	11.65
TRAINING	119	3.12	40	2.48	-3.05	117	4.01	40	4.53	3.12	117	8.27	40	13.51
PLANNING	119	3.37	40	2.83	-2.45	117	4.22	40	4.68	2.76	117	9.23	40	8.67
SELF AWARENESS	119	3.28	40	2.18	-5.37	117	3.96	40	4.40	2.46	117	7.05	40	12.82
AVERAGE SCORE	130	3.03	40	2.55	-2.75	130	3.80	40	4.60	4.31	130	10.91	40	17.19

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TABLE A3

CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
ECES USERS - NON ECES USERS

ITEMS	PRE CONTROL N	PRE CONTROL MEAN	PRE ECES N	PRE ECES MEAN	T	POST CONTROL N	POST CONTROL MEAN	POST ECES N	POST ECES MEAN	T	GAIN CONTROL N	GAIN CONTROL COR T	GAIN ECES N	GAIN ECES COR T
PARENTS	35	3.29	40	3.58	0.82	28	3.36	37	3.92	1.58	27	-0.13	37	0.83
CERTAINTY	35	2.91	39	2.85	-0.30	27	3.04	40	3.38	1.52	25	0.27	39	2.80
PLANNING	35	3.43	40	3.08	-1.48	28	3.25	40	3.65	1.87	26	-0.47	40	2.72
PLANS	34	4.12	39	4.41	0.49	25	4.44	40	5.70	2.47	23	0.09	39	3.77

TABLE A4

CAREER DEVELOPMENT SURVEY
CAREER PREPARATION ITEMS
ECES USERS - NON ECES USERS
POST BEFORE VS POST AFTER RATINGS

ITEMS	CONTROL N	CONTROL MEAN	PRE ECES N	PRE ECES MEAN	T	CONTROL N	CONTROL MEAN	POST ECES N	POST ECES MEAN	T	CONTROL N	CONTROL COR T	GAIN ECES N	GAIN ECES COR T
CERTAINTY	88	2.50	40	2.28	-1.30	86	3.13	40	3.38	1.50	86	7.74	40	5.83
PLANNING	89	2.82	40	2.70	-0.71	89	3.37	40	3.65	1.75	89	5.66	40	7.10
PLANS	84	3.93	40	3.95	0.04	82	4.94	40	5.70	1.82	81	4.09	40	4.15

PRE = POST BEFORE RATINGS
POST = POST AFTER RATINGS

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TABLE A5

CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
ECES USERS - NON ECES USERS

QUANTITY SCORES

ITEMS	CONTROL N	CONTROL MEAN	PRE ECES N	PRE ECES MEAN	T	CONTROL N	CONTROL MEAN	POST ECES N	POST ECES MEAN	T	CONTROL N	CONTROL COR T	GAIN ECES N	GAIN ECES COR T
ACTIVITIES	32	2.66	36	2.11	-2.27	23	2.09	33	2.58	1.58	20	-2.13	30	1.92
WHERE EMPLOYED	32	2.34	32	2.09	-0.91	29	1.79	35	2.49	2.34	25	-2.06	30	1.47
PERSONAL QUALIF	32	2.19	33	2.06	-0.53	23	1.70	33	2.36	2.50	21	-3.08	28	2.09
WORK CONDITIONS	23	1.96	30	1.60	-1.54	22	1.73	26	2.00	1.01	15	-0.94	20	3.11
PROMOTIONS	26	1.54	29	1.48	-0.33	21	1.38	31	1.77	2.04	16	-0.52	25	1.43
CHANGES	16	1.38	17	1.29	-0.37	15	1.07	19	1.32	1.32	8	-1.43	12	0.36
AVERAGE SCORE	37	2.01	40	1.73	-1.98	37	1.55	40	2.00	3.09	37	-4.91	40	3.26

TABLE A6

CAREER DEVELOPMENT SURVEY
OCCUPATIONAL KNOWLEDGE
ECES USERS - NON ECES USERS

QUALITY SCORES

ITEMS	CONTROL N	CONTROL MEAN	PRE ECES N	PRE ECES MEAN	T	CONTROL N	CONTROL MEAN	POST ECES N	POST ECES MEAN	T	CONTROL N	CONTROL COR T	GAIN ECES N	GAIN ECES COR T
ACTIVITIES	31	2.23	34	1.91	-1.37	22	1.86	32	2.56	2.42	19	-1.33	28	2.58
WHERE EMPLOYED	31	2.10	30	1.93	-0.60	27	1.56	31	2.58	3.75	23	-2.23	26	2.49
PERSONAL QUALIF	28	1.89	30	1.97	0.31	23	1.43	32	2.31	3.23	19	-2.27	25	2.14
WORK CONDITIONS	22	1.41	24	1.63	0.95	21	1.48	24	2.00	2.08	13	0.32	15	3.16
PROMOTIONS	24	1.29	28	1.43	0.81	21	1.33	31	1.71	1.93	16	0.32	24	1.89
CHANGES	12	1.25	16	1.38	0.66	14	1.14	17	1.53	1.50	7	-1.00	11	0.61
AVERAGE SCORE	37	1.68	40	1.63	-0.34	37	1.38	40	1.99	4.44	37	-2.94	40	3.98

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APPENDIX B

Employability Skill Survey Data

Tables

B1 - Perceived knowledge of employability skills - pre vs. post/after ratings.

B2 - Perceived knowledge of employability skills - post/before vs. post/after ratings.

B3 - Employability skills - quantity scores - pre vs. post ratings.

B4 - Employability skills - quality scores - pre vs. post ratings.

Statistical Note: At the .01 level, with the following degrees of freedom, the t scores for determining significance are:

df	t
20	2.845
25	2.787
30	2.750
40	2.704
60	2.660
120	2.617
∞	2.576

TABLE B1

EMPLOYABILITY SKILL SURVEY
SELF REPORT OF EMPLOYABILITY KNOWLEDGE
TRAINED VS UNTRAINED YOUTH

PRE VS POST AFTER RATINGS

ITEMS	CONTROL N	CONTROL MEAN	N	PRE EXP MEAN	T	CONTROL N	CONTROL MEAN	N	POST EXP MEAN	T	CONTROL N	CONTROL COR T	N	GAIN EXP COR T
FIND JOB OPENING	17	3.24	119	3.09	0.48	17	3.41	116	4.43	4.46	17	0.48	116	11.70
GET INTERVIEW	17	2.41	118	2.55	0.44	17	2.88	116	4.41	6.31	17	0.95	115	14.59
TAKE INTERVIEW	17	2.76	119	3.13	1.05	16	3.13	116	4.40	5.33	16	1.57	116	10.59
DEPENDABLE	17	3.24	118	3.96	2.48	16	3.56	115	4.54	4.48	16	1.60	114	6.14
GET ALONG	16	3.81	118	4.51	3.36	16	4.31	116	4.66	1.71	15	1.84	115	2.09
DO SUMMER JOB	17	4.06	118	4.13	0.30	16	4.31	116	4.44	0.59	16	0.92	115	3.99
DO CAREER JOB	17	3.24	119	3.50	0.83	16	3.06	116	4.01	3.02	16	0.24	116	4.20
AVG SCORE	17	3.25	119	3.55	1.57	17	3.56	119	4.33	3.61	17	1.45	119	10.02

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TABLE B2

EMPLOYABILITY SKILL SURVEY
SELF REPORT OF EMPLOYABILITY KNOWLEDGE
TRAINED VS UNTRAINED YOUTH

POST BEFORE VS POST AFTER RATINGS

ITEMS	PRE CONTROL N	PRE CONTROL MEAN	PRE EXP N	PRE EXP MEAN	T	POST CONTROL N	POST CONTROL MEAN	POST EXP N	POST EXP MEAN	T	GAIN CONTROL N	GAIN CONTROL COR T	GAIN EXP N	GAIN EXP COR T
FIND JOB OPENING	63	3.05	164	3.00	-0.29	62	3.95	159	4.43	3.66	62	5.53	159	17.53
GET INTERVIEW	63	2.41	164	2.68	1.39	62	3.56	159	4.36	5.22	62	6.65	159	16.29
TAKE INTERVIEW	62	2.98	163	2.85	-0.75	61	3.75	158	4.39	4.51	60	6.06	158	17.10
DEPENDABLE	63	3.67	164	3.62	-0.28	61	4.18	158	4.58	3.30	61	5.20	158	12.59
GET ALONG	63	4.14	164	4.27	0.95	61	4.54	159	4.73	1.85	61	3.54	159	7.42
DO SUMMER JOB	63	3.68	164	3.71	0.15	61	4.51	159	4.52	0.12	61	6.52	159	10.76
DO CAREER JOB	62	3.23	164	3.26	0.16	60	3.82	159	4.08	1.50	60	5.13	159	10.27
AVG SCORE	64	3.27	165	3.33	0.44	64	3.96	165	4.32	2.79	64	6.86	165	12.23

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TABLE B3

EMPLOYABILITY SKILL SURVEY
EMPLOYABILITY SKILLS
TRAINED VS UNTRAINED YOUTH

QUANTITY SCORES

ITEMS	CONTROL N	CONTROL MEAN	PRE EXP N	PRE EXP MEAN	T	CONTROL N	CONTROL MEAN	POST EXP N	POST EXP MEAN	T	CONTROL N	CONTROL COR T	GAIN EXP N	GAIN EXP COR T
OPENINGS	14	2.57	87	2.99	0.74	13	2.62	91	3.30	1.19	11	0.23	76	0.96
PACKAGING	4	1.25	64	1.86	1.24	5	1.40	84	2.42	1.44	2	1.00	52	1.82
PREPARING	5	2.00	54	2.44	0.59	5	3.00	85	3.72	0.66	3	2.22	43	4.90
LINKING	2	1.00	26	2.08	1.04	1	1.00	36	1.69	0.70	0	1.00	14	-0.70
DRESS FOR INT	15	1.73	115	1.80	0.27	14	1.64	114	1.80	0.60	13	-0.90	112	-0.09
TAKE TO INT	10	1.50	96	1.99	1.40	13	1.69	111	3.14	2.98	9	0.43	92	8.43
QUESTIONS ASKED	16	2.94	98	3.13	0.49	14	2.36	108	3.37	2.37	13	-1.61	92	1.85
QUESTIONS ANSWERED	14	2.50	90	2.80	-0.72	10	2.30	100	3.18	1.73	10	-0.58	81	2.03
HOW ANSWER	12	1.67	96	1.66	-0.04	13	1.85	109	2.03	0.61	10	0.00	93	3.87
WHEN TO ASK	4	1.25	47	1.28	-0.10	4	1.00	52	1.42	1.25	0	1.00	32	0.94
HOW TO ASK	11	1.18	79	1.18	-0.03	10	1.20	107	1.32	0.58	7	-1.00	75	2.72
HOW SIT IN INT	14	1.29	99	1.43	0.74	12	1.42	111	1.96	1.87	11	-0.27	95	6.04
GETTING HELP	10	2.10	91	2.87	1.32	13	3.00	109	4.50	2.61	8	0.20	88	7.97
KEEPING JOB	13	2.15	104	2.66	1.46	13	2.38	108	2.91	1.64	9	0.76	99	1.92
GETTING PROMOTED	12	1.50	83	2.04	1.77	10	1.80	98	2.18	1.03	8	0.00	76	1.25
RESIGNING	11	1.36	73	1.48	0.58	12	1.42	107	1.71	1.27	8	0.00	70	2.58
AVERAGE SCORE	17	1.85	119	2.04	1.24	17	1.84	119	2.51	3.71	17	-0.07	119	8.76

TABLE B4

EMPLOYABILITY SKILL SURVEY
EMPLOYABILITY SKILLS
TRAINED VS UNTRAINED YOUTH

QUALITY SCORES

ITEMS	CONTROL N	CONTROL MEAN	PRE EXP N	PRE EXP MEAN	T	CONTROL N	CONTROL MEAN	POST EXP N	POST EXP MEAN	T	CONTROL N	CONTROL COR T	GAIN EXP N	GAIN EXP COR T
EMP KNOWLEDGE	14	1.21	98	1.42	1.45	14	1.21	113	1.59	2.73	12	1.00	96	2.74
RESUME INFO	4	1.25	11	2.00	1.48	3	2.33	84	2.48	0.36	1	0.00	6	2.71
JOB GOAL	13	2.08	62	2.16	0.46	9	1.67	68	2.18	2.62	7	-2.83	48	-0.20
EXPERIENCE	13	1.46	44	1.68	1.02	8	1.88	82	2.41	2.11	7	1.44	33	4.98
SUPPORT FACTS	2	1.00	13	1.62	1.06	2	3.00	83	2.70	-0.79	0	1.00	9	4.62
DRESS FOR INT	15	1.00	115	1.03	-0.63	14	1.00	114	1.11	1.27	13	1.00	112	2.37
TAKE TO INT	10	1.10	96	1.09	-0.06	13	1.08	111	1.31	1.74	9	1.00	92	5.37
QUESTIONS	5	1.00	61	1.05	0.50	5	1.00	90	1.36	1.63	2	1.00	53	4.78
HOW ANSWER	2	1.00	28	1.11	0.46	5	1.00	55	1.07	0.61	1	0.00	21	-0.57
WHEN TO ASK	3	1.00	47	1.09	-0.51	4	1.00	52	1.10	0.63	0	1.00	32	0.00
HOW TO ASK	11	1.09	79	1.09	-0.02	10	1.20	105	1.26	0.39	7	1.00	74	4.26
HOW SIT IN INT	14	1.07	99	1.06	-0.15	12	1.08	111	1.28	1.46	11	1.00	95	5.10
GETTING HELP	10	1.30	91	1.48	1.09	12	1.50	109	1.69	1.30	7	0.00	88	3.79
KEEPING JOB	13	1.15	104	1.21	0.48	13	1.08	108	1.31	1.79	9	0.00	99	1.92
GETTING PROMOTED	12	1.08	83	1.11	0.26	10	1.00	98	1.15	1.33	8	-1.00	76	0.94
RESIGNING	11	1.00	73	1.01	0.38	12	1.00	107	1.01	0.33	8	1.00	70	0.00
AVERAGE SCORE	17	1.18	119	1.21	0.64	17	1.23	119	1.49	4.09	17	0.72	119	13.58

APPENDIX C

Coping or Transition Skill Survey Results

Tables

- Perceived transition or coping skill knowledge - pre vs. post ratings.
- Perceived transition or coping skill knowledge - post/before vs. post/after ratings.
- Transition or coping skill scores by skill component - pre vs. post ratings.
- Transition or coping skill scores by skill area - pre vs. post ratings.

istical Note: At the .01 level, with the following degrees of freedom, the t scores for determining significance are:

df	t
20	2.845
25	2.787
30	2.750
40	2.704
60	2.660
120	2.617
∞	2.576

TABLE C1

TRANSITION SKILL SURVEY
SELF REPORT OF TRANSITION SKILL KNOWLEDGE
TRAINED VS UNTRAINED YOUTH

PRE VS POST AFTER RATINGS

ITEMS	CONTROL N	CONTROL MEAN	N	PRE EXP MEAN	T	CONTROL N	CONTROL MEAN	N	POST EXP MEAN	T	CONTROL N	CONTROL COR T	N	GAIN EXP COR T
BE PREPARED	27	6.56	74	6.00	-1.37	107	7.63	73	7.44	-0.75	12	1.54	67	6.53
BE POLITE	28	6.93	74	7.00	0.17	106	7.83	73	7.63	-0.74	12	0.27	67	3.06
PAY ATTENTION	28	6.50	74	6.32	-0.39	106	7.91	73	7.49	-1.63	12	1.54	67	4.49
ASK QUESTIONS	28	5.50	73	5.41	-0.16	106	6.98	73	7.41	1.54	11	2.39	66	7.30
FOLLOW DIRECTIONS	28	7.07	73	6.92	-0.36	106	7.94	71	7.58	-1.43	11	2.19	64	3.24
EXPRESS PROBLEM	28	4.79	74	5.84	1.93	106	6.81	73	6.85	0.13	11	1.79	67	3.23
MAKE DECISIONS	27	6.63	74	6.16	-0.97	105	7.28	73	6.77	-1.80	11	-0.25	67	3.13
COMPLETE TASKS	28	6.71	71	6.97	0.62	104	7.67	73	7.37	-1.05	11	0.69	65	2.23
ACCEPT CRITICISM	28	5.57	74	5.95	0.68	106	7.11	73	7.05	-0.21	12	0.82	67	3.43
START CONVERSATION	27	5.44	74	5.38	-0.11	107	6.70	73	6.93	0.70	11	0.39	67	6.51
CONT. CONVERSATION	27	5.96	74	5.97	0.02	107	6.81	73	7.11	0.96	11	0.67	67	4.06
AVOID TROUBLE	27	6.33	74	6.65	0.56	107	7.75	73	7.21	-1.62	11	0.48	67	2.86

TABLE C2

TRANSITION SKILL SURVEY
SELF REPORT OF TRANSITION SKILL KNOWLEDGE
TRAINED VS UNTRAINED YOUTH

POST BEFORE VS POST AFTER RATINGS

ITEMS	CONTROL N	CONTROL MEAN	PRE EXP N	PRE EXP MEAN	T	CONTROL N	CONTROL MEAN	POST EXP N	POST EXP MEAN	T	CONTROL N	CONTROL COR T	GAIN EXP N	GAIN EXP COR T
BE PREPARED	111	5.70	73	5.19	-1.84	107	7.63	73	7.44	-0.75	107	10.09	73	9.60
BE POLITE	111	6.98	73	6.01	-3.31	106	7.83	73	7.63	-0.74	106	4.93	73	9.86
PAY ATTENTION	111	6.91	72	5.14	-5.76	106	7.91	73	7.49	-1.63	106	7.42	72	10.95
ASK QUESTIONS	109	5.50	73	5.19	-0.91	106	6.98	73	7.41	-1.54	105	8.29	73	11.04
FOLLOW DIRECTIONS	111	7.02	71	5.68	-4.36	106	7.94	71	7.58	-1.43	106	4.87	71	10.21
EXPRESS PROBLEM	111	5.27	73	4.45	-2.36	106	6.81	73	6.85	-0.13	106	7.98	73	9.30
MAKE DECISIONS	110	6.13	73	5.44	-2.32	105	7.28	73	6.77	-1.80	105	5.91	73	7.18
COMPLETE TASKS	108	6.56	73	5.58	-2.94	104	7.67	73	7.37	-1.05	104	6.24	73	7.86
ACCEPT CRITICISM	110	5.78	73	5.05	-2.31	106	7.11	73	7.05	-0.21	106	6.42	73	8.67
START CONVERSATION	110	5.30	73	5.03	-0.76	107	6.70	73	6.93	0.70	107	8.03	73	9.06
CONT. CONVERSATION	109	5.84	73	5.66	-0.56	107	6.81	73	7.11	0.96	106	5.42	73	6.55
AVOID TROUBLE	111	7.36	73	6.11	-3.30	107	7.75	73	7.21	-1.62	107	2.56	73	4.89

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TABLE C3

TRANSITION SKILLS SURVEY
TRAINED VS UNTRAINED YOUTH

PRE VS POST SKILL SCORES

ITEMS	PRE CONTROL N	PRE CONTROL MEAN	PRE EXP N	PRE EXP MEAN	T	POST CONTROL N	POST CONTROL MEAN	POST EXP N	POST EXP MEAN	T	GAIN CONTROL N	GAIN CONTROL COR T	GAIN EXP N	GAIN EXP COR T
WHAT THE SKILL IS	15	1.00	161	1.00	1.00	19	1.00	197	1.00	1.00	13	1.00	143	1.00
WHY IT IS IMPORTANT	15	1.00	141	1.00	1.00	16	1.00	191	1.15	1.46	10	1.00	135	4.68
HOW TO DO IT	12	2.00	144	1.35	-3.42	10	1.90	193	2.04	0.38	8	-0.42	139	9.06
SCHOOL USES	18	1.56	185	1.89	1.60	17	1.76	211	2.36	3.08	11	0.00	181	7.27
WORK USES	16	1.25	159	1.52	1.42	13	1.38	198	2.12	3.23	8	0.42	150	8.14
AVERAGE SCORE	27	1.56	231	1.36	-1.79	27	1.25	231	1.70	5.00	27	-1.81	231	8.96

TABLE C4

TRANSITION SKILLS SURVEY
TRAINED VS UNTRAINED YOUTH

PRE VS POST SKILL SCORES

ITEMS	CONTROL N	CONTROL MEAN	PRE EXP N	PRE EXP MEAN	T	CONTROL N	CONTROL MEAN	POST EXP N	POST EXP MEAN	T	CONTROL N	CONTROL COR T	GAIN EXP N	GAIN EXP COR T
BE PREPARED	11	5.55	39	4.95	-0.75	1	4.00	39	7.10	1.17	1	2.00	39	5.97
BE POLITE	10	5.10	32	5.28	0.21	1	7.00	33	8.48	0.62	1	4.00	32	8.08
PAY ATTENTION	9	5.33	33	5.79	0.50	2	6.00	34	9.00	1.66	2	1.00	33	8.09
ASK QUESTIONS	11	4.55	30	5.17	0.85	3	2.33	28	8.07	4.67	3	-1.73	28	6.09
FOLLOW DIRECTIONS	11	4.45	25	5.00	0.57	2	2.00	24	7.88	3.30	2	-1.00	24	5.48
EXPRESS PROBLEM	7	3.14	2	2.00	-0.74	1	2.00	2	5.50	-0.90	1	0.00	2	1.40
MAKE DECISIONS	10	6.70	15	4.27	-2.31	3	8.67	15	7.67	-0.55	2	1.00	15	5.09
COMPLETE TASKS	12	5.08	22	4.55	-0.60	5	4.60	22	6.95	1.71	5	0.00	22	4.39
ACCEPT CRITICISM	6	5.17	6	3.33	-1.05	3	4.67	6	8.50	3.14	3	-0.47	6	4.94
START CONVERSATION	3	6.00	2	1.50	-1.12	0	0.00	1	5.00	0.00	0	1.00	1	3.00
CONT. CONVERSATION	2	3.00	1	10.00	1.39	0	0.00	1	12.00	1.00	0	1.00	1	2.00
AVOID TROUBLE	7	3.57	12	4.08	0.37	1	2.00	14	6.71	1.63	1	1.00	12	3.90

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APPENDIX D

Skill Center Data

Tables

D1 - Instructor ratings of student skill gains (10 point scale) by course.

Statistical Note: At the .01 level, with the following degrees of freedom, the t scores for determining significance are:

df	t
20	2.845
25	2.787
30	2.750
40	2.704
60	2.660
120	2.617
∞	2.576

TABLE D1

SKILL CENTER TRAINING
BEFORE VS AFTER SKILL RATINGS
RATED BY THE INSTRUCTORS

COURSE	NO. STUD	NO. OBJ	BEFORE MEAN	BEFORE SD	AFTER MEAN	AFTER SD	COR T
TYPING 1	8	8	1.75	1.04	4.78	1.36	9.42
LAND HORT [2]	3	8	5.96	0.29	8.29	0.07	15.53
BUILD MAINT [3]	11	8	3.36	0.36	5.30	0.81	11.68
ENVIRONM OCC	8	7	1.21	0.50	6.79	2.05	8.60
MACHINE OCC [5]	5	8	1.95	1.33	5.45	2.37	4.52
C FOODS	14	8	3.91	1.01	6.13	1.56	8.37
LAND HORT [7]	5	8	4.70	0.76	6.85	0.58	14.33
CRIMINAL JUSTICE	3	8	1.00	0.00	3.25	2.17	1.80
FLORICULTURE	3	6	1.33	0.00	3.89	0.69	6.38
D P PROGRAMMING	2	5	1.00	0.00	3.00	0.57	5.00
ADVANCED TYPING	3	8	1.00	0.00	4.55	2.35	2.62
DRAFTING	4	8	2.88	1.70	4.75	1.84	25.98
BLDG MAINT [13]	3	8	4.13	0.22	6.88	0.13	19.05
MACHINE OCC [14]	10	8	1.15	0.24	5.05	1.09	11.83
WELDING	1	6	3.00	1.00	5.00	1.00	2.00
NURSE AIDE	16	6	3.00	0.00	4.46	0.30	19.77

APPENDIX E

Sex and Race Differences

Tables

E1 - Sex differences on 11 summary scores.

E2 - Race differences on 11 summary scores.

Statistical Note: At the .01 level, with the following degrees of freedom, the t scores for determining significance are:

df	t
20	2.845
25	2.787
30	2.750
40	2.704
60	2.660
120	2.617
∞	2.576

TABLE E1

AVERAGE SCORE ANALYSIS

SEX DIFFERENCES

ITEMS	MALE N	MALE MEAN	MALE SD	FEMALE N	FEMALE MEAN	FEMALE SD	T
CD KNOWLEDGE P B	99	3.03	0.95	84	2.80	0.99	1.56
CD KNOWLEDGE POST A	99	3.90	1.06	84	4.10	1.02	-1.32
CD QUANTITY PRE	75	1.59	0.62	84	2.11	0.62	-5.30
CD QUANTITY POST	99	1.37	0.46	84	1.89	0.72	-5.90
CD QUALITY PRE	75	1.42	0.54	84	1.83	0.62	-4.38
CD QUALITY POST	99	1.27	0.40	84	1.72	0.71	-5.31
CD CERTAINTY P B	99	2.06	0.97	84	2.14	1.02	-0.56
CD CERTAINTY P A	99	2.56	1.18	84	2.76	1.23	-1.15
CD IMPORTANCE P B	99	2.35	1.11	84	2.42	1.06	-0.39
CD IMPORTANCE P A	99	2.76	1.26	84	3.04	1.27	-1.48
CD C PLANS P B	99	3.01	2.31	84	3.37	2.68	-0.97
CD C PLANS P A	99	3.55	2.45	84	4.50	2.69	-2.50
EMP KNOWLEDGE P B	125	3.36	0.81	104	3.25	0.90	0.98
EMP KNOWLEDGE P A	125	3.71	0.71	104	3.72	0.80	-0.05
EMP QUANTITY PRE	83	1.77	0.49	83	2.23	0.54	-5.70
EMP QUANTITY POST	125	2.10	0.70	104	2.55	0.79	-4.59
EMP QUALITY PRE	83	1.15	0.14	83	1.27	0.20	-4.56
EMP QUALITY POST	125	1.31	0.27	104	1.46	0.27	-4.31
COPE KNOWLEDGE P B	107	5.24	2.07	102	5.34	2.04	-0.36
COPE KNOWLEDGE P A	107	6.19	2.57	102	6.70	2.37	-1.50
COPE SKILLS PRE	49	1.32	0.46	62	1.40	0.32	-1.01
COPE SKILLS POST	101	1.38	0.36	90	1.59	0.36	-4.06

TABLE E2

AVERAGE SCORE ANALYSIS

RACE DIFFERENCES

ITEMS	WHITE N	WHITE MEAN	WHITE SD	NON-WHITE N	NON-WHITE MEAN	NON-WHITE SD	T
CD KNOWLEDGE POST B	113	2.74	0.96	70	3.22	0.93	-3.29
CD KNOWLEDGE POST A	113	3.80	1.13	70	4.29	0.81	-3.15
CD QUANTITY PRE	106	1.85	0.65	53	1.90	0.73	-0.43
CD QUANTITY POST	113	1.61	0.67	70	1.61	0.61	0.05
CD QUALITY PRE	106	1.63	0.58	53	1.67	0.70	-0.43
CD QUALITY POST	113	1.49	0.64	70	1.46	0.56	0.33
CD CERTAINTY P B	113	2.00	0.96	70	2.26	1.02	-1.71
CD CERTAINTY P A	113	2.52	1.21	70	2.86	1.17	-1.83
CD IMPORTANCE P A	113	2.35	1.05	70	2.44	1.14	-0.59
CD IMPORTANCE P A	113	2.82	1.29	70	2.99	1.23	-0.84
CD C PLANS P B	113	3.00	2.43	70	3.46	2.55	-1.21
CD C PLANS P A	113	3.66	2.52	70	4.50	2.66	-2.12
EMP KNOWLEDGE P B	141	3.12	0.84	88	3.62	0.80	-4.40
EMP KNOWLEDGE P A	141	3.52	0.76	88	4.03	0.62	-5.23
EMP QUANTITY PRE	104	1.97	0.53	62	2.06	0.61	-1.03
EMP QUANTITY POST	141	2.39	0.84	88	2.16	0.63	2.21
EMP QUALITY PRE	104	1.21	0.17	62	1.21	0.19	-0.06
EMP QUALITY POST	141	1.39	0.29	88	1.35	0.26	1.22
COPE KNOWLEDGE P B	146	4.99	2.06	63	5.99	1.87	-3.27
COPE KNOWLEDGE P A	146	6.14	2.60	63	7.13	2.02	-2.66
COPE SKILLS PRE	86	1.34	0.28	25	1.44	0.63	-1.17
COPE SKILLS POST	128	1.48	0.39	63	1.46	0.34	0.33